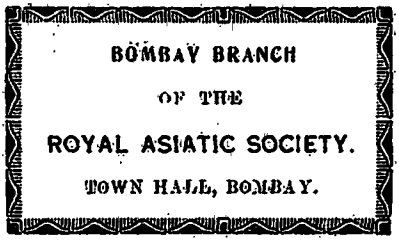
Report on Public Instruction
Baroda State
1931-32



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REPORT

ON

PUBLIC INSTRUCTION

IN THE

BARODA STATE

For the Year

1931-1932.

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Baroda State Press.

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ANNUAL REPORT

OF THE

Education Department.

CHAPTER I.

GENERAL PROGRESS.

History.

The beginning of the Education Department in the Baroda State goes back to the year 1871. Before that year most of the towns and villages had private elementary schools where the children were instructed in reading, writing and arithmetic, and it was the upper-class people who alone, took advantage of these schools. It was for the first time in 1871 that Government started four primary schools, two Gujarati and two Marathi, in the City of Baroda. In subsequent years a few more schools were opened at Petlad, Patan and some other places, but their total number did not exceed 55 in 1875, 70 in 1876 and 145 in 1878. When His Highness the Maharaja Sayajirao III assumed full powers in 1881, there were only 180 primary schools with 7,465 pupils in the State. As early as 1893, His Highness the Maharaja Saheb introduced Compulsory Education as an experimental measure in Amreli District and it was being tried at several other places in the State, for boys and girls till the year 1906-07, when as the result of the successful experiment, the Act of Free and Compulsory Education was made applicable to the whole of the State. It was after the passing of the Compulsory Act that the number of institutions and pupils began to increase by leaps and bounds, as will be clear from the fact that the number of institutions which was 1241 with 99,768 pupils in the year 1906-07, has

now risen to 2,643 with 2,53,664 pupils. The following table will show the number of institutions and the pupils attending them for the last 5 years.

STATEMENT SHOWING THE GENERAL PROGRESS OF THE EDUCATION DEPARTMENT.

Years.	Number of institutions.	Number of pupils.	Total expenditure on Education Department in lacs of rupees.	Remarks.
1	2	3	4	5
1931–32	2,643	2,53,664	37·01	
1930–31	2,753	2,42,585	35·36	
1929–30	2,759	2,29,984	35·15	
1928–29	2,865	2,20,561	33·58	
1927–28	2,981	2,22,513	34·97	

From the statement it appears that though there is a decrease in the number of institutions, there is a distinct gradual increase in the number of pupils from 1927–28. The decrease in the number of institutions is due to the abolition of some of the inefficient single teacher schools and the amalgamation of the poorly attended Antyaj schools with the ordinary Gujarati local schools. The decrease in the number of institutions with the increase in the number of pupils is a clear indication of the successful working of the new scheme of amalgamation introduced by the Department in recent years.

Kinds of institutions and the number of pupils.

The following statement shows the different kinds of institutions and the number of pupils attending them:—

STATEMENT SHOWING THE NUMBER OF INSTITUTIONS AND THE PUPILS ATTENDING THEM.

Serial No.	Name of the institutions.	Number of institutions.	Number of boys.	Number of girls.	Total number of pupils.
1	2	3	4	5	6
	ENGLISH EDUCATION. (Government institutions).				
1	The College.	1	945	33	978
2	High Schools for boys.	14	5707	31	5738
3	High schools for girls.	1	...	724	724
4	A. V. schools.	28	3215	94	3309
	(Aided institutions.)				
5	High schools for boys.	9	3133	18	3151
6	A. V. schools and and classes.	10	788	...	788
	(Registered institutions.)				
7	A. V. schools and classes.	35	1405	...	1405
	Total.	98	15193	900	16093
	Vernacular education.				
8	Training College for men.	1	450	...	450
9	Training College for women.	1	...	234	234
10	Government schools for boys (both higher and lower.)	2102	139298	52516	191814

Serial No.	Name of the institutions.	Nnmber of institutions.	Number of boys.	Number of girls.	Total number of pupils.
1	2	3	4	5	6
11	Government schools for girls. (higher and lower)	317	150	36835	36985
12	Kala-Bhavan.	1	574	...	574
13	Other institutions, (both Government and private).	106	5087	2427	7514
14	*Boarding Houses and music schools ; the Orphanage.	12 4 1	*As the students of these institutions attend ordinary ver. schools they are not counted.		
	Total.	2545	145559	92012	237571
	Grand total.	2643	160752	92912	253664

Comparative view of the institutions and pupils.

The following table gives in details a comparative view of the number of various kinds of institutions with the number of pupils attending them.

COMPARATIVE VIEW OF THE NUMBER AND KINDS OF INSTITUTIONS AND THE NUMBER OF PUPILS ATTENDING THEM.

Serial No.	Kind of institution.	1931–32.		1930–31.		1929–30.		1928–29.		1927–28.		Remarks.
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1	The College	1	978	1	911	1	847	1	696	1	754	
2	Government High Schools ...	15	6,712	15	6,275	15	6,176	15	5,980	15	5,730	
3	Government A. V. schools and classes.	28	3,309	23	1,963	23	2,919	23	3,459	23	3,371	
4	Aided institutions and classes ...	19	3,939	21	3,829	16	3,555	17	3,422	17	3,666	
5	Unaided institutions and classes.	35	1,405	20	843	21	946	22	998	27	1,135	
6	Primary schools	2,419	2,28,799	2,550	2,22,526	2,552	2,07,614	2,646	1,97,400	2,736	1,98,410	

Serial No.	Kind of institution.	1931–32.		1930–31.		1929–30.		1928–29.		1927–28.		Remarks.
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
1	2	3	4	5	6	7	8	9	10	11	12	13
7	Fund schools	3	321	4	310	4	240	3	247	3	234	
8	Aided primary schools	40	2,844	46	2,604	49	2,664	42	2,335	38	2,140	
9	Unaided primary schools ...	39	2,661	38	2,481	44	2,776	59	3,199	66	3,351	
10	Technical schools	5	1,441	5	1,308	5	1,846	5	1,561	5	1,378	
11	All other institutions	39	1,505	30	535	29	401	30	1,189	48	2,644	
	Total ...	2,643	2,53,664	2,753	2,43,585	2,759	2,29,984	2,865	2,20,561	2,981	2,22,513	

Inference from the examination of the tables.

An examination of the figures of the above two tables indicates that there is a decrease in the number of primary educational institutions. As a result of the resolutions passed in the Educational Conference of 1929, Government have passed orders to close poorly attended single teacher schools. Consequently some of the inefficient single teacher schools have been closed. Schools in which the attendance was good were supplied with additional teachers. Some of the small schools have been amalgamated with the bigger ones near by. Amalgamation of small Antyaj schools with the local vernacular schools was the main reason of decrease in the number of institutions during the year under report. While amalgamating schools in this way, the Department has taken special care to see that it neither causes unnecessary trouble to the people nor does it hinder the efficiency of education in any way. Generally people measure the efficiency of education that is imparted in schools not by the large number of institutions and pupils attending them, but by the number of literates that the institutions turn out annually. It is also one of the accepted principles of modern times that a single school with efficient teachers, sufficient supply of materials of teaching and good surroundings, is preferable to a number of schools with incapable hands, unwholesome surroundings and insufficient supply of teaching materials. The Department has kept this principle in view and as a result the total number of literates in the State has risen to 4,34,734 in 1931 from 2,72,418 in 1921.

Percentage of pupils.

Taking 15 per cent of the male population and 12 per cent of the female population as the children of school going age, the percentage of boys and girls under instruction to the total population of school going age comes to 85·5 and 65·7 as against 92·6 and 73·1 of the last year. The decrease in the percentage is quite clear due to the calculations being based on the increased population figures of the recent census of 1931, in which a big number of Hijratees from British India who had not taken the advantage of compulsory education, are also included. How the decrease in the percentage is misleading will

be clear from the fact that the number of pupils, as compared with that of the preceding year, has increased by 10,079. The following table will give a clear idea of this fact.

Serial No.	Percentage of.	As per census of		Last year.
		1931.	1921.	
1	2	3	4	5
1	Boys under instruction to total male population of school going age.	85·5	98·0	92·6
2	Girls under instruction to total female population of school going age.	63·0	73·4	70·3
3	Boys under instruction to total male population.	12·7	14·6	14·1
4	Girls under instruction to total female population.	7.8	9.0	8.8
5	Total number of pupils to total population.	10.3	11.9	11.4

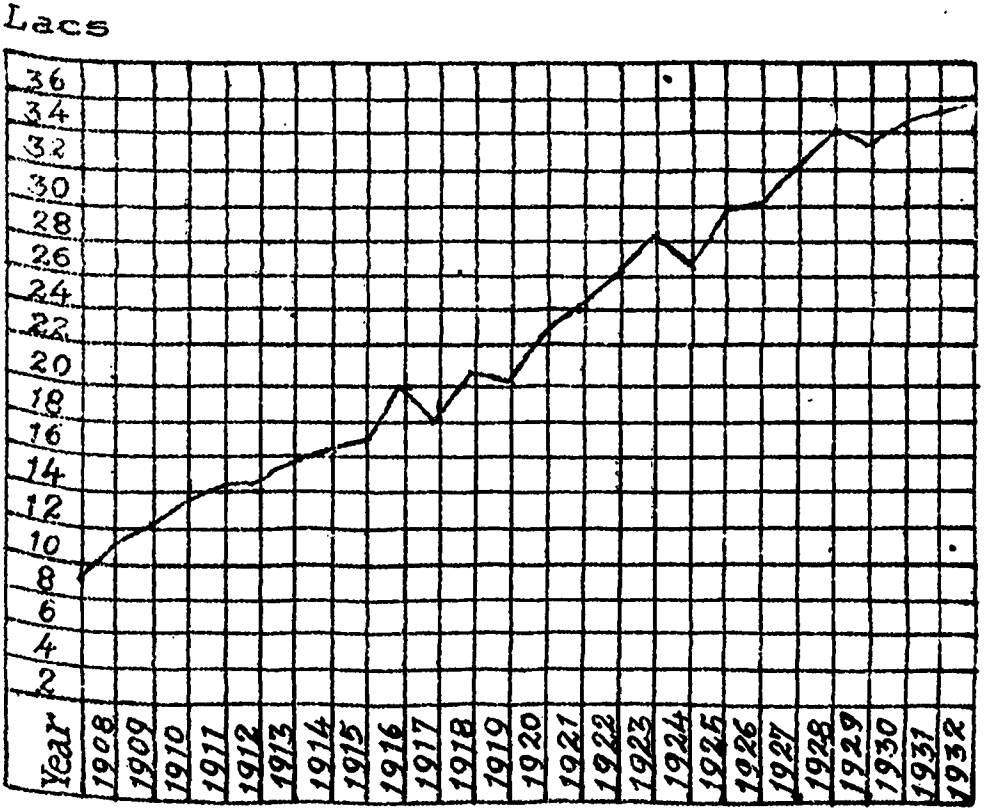
Expenditure.

The total expenditure excluding amount spent by Public Works Department incurred on all educational institutions in the State amounted to Rs. 35,18,350-3-4 as against Rs. 34,83,243-5-4 of the preceding year, whereas the receipts amounted to Rs.6,33,229-8-7 as against Rs. 6,44,069-3-6 of the previous year. The receipts include Rs. 2,55,270-10-10 which is received from Panchayats. Deducting the total receipts, the net expenditure of the Education Department comes to to Rs.28,85,120-10-9, thus showing average of Rs. 11-5-11 per head as against Rs. Rs. 11-10-7 of the last year. The expenditure on English education amounted to Rs. 6,96,830-11-0 excluding scholarships, scout organisation, Museum and Picture Gallery and the Oriental Institute as against Rs. 6,91,329-12-3 of the previous year; while the receipts amounted to Rs. 2,77,199-14-7 as against Rs. 2,75,840-2-0. The net expenditure on

—·BARODA STATE·—

EDUCATIONAL EXPENDITURE

Diagram showing Fluctuation in EDUCATIONAL EXPENDITURE in LACS of Rs.



BARODA STATE
EDUCATIONAL EXPENDITURE

Diagram showing fluctuations in the proportion of EDUCATIONAL EXPENDITURE to the total land revenue of the STATE.

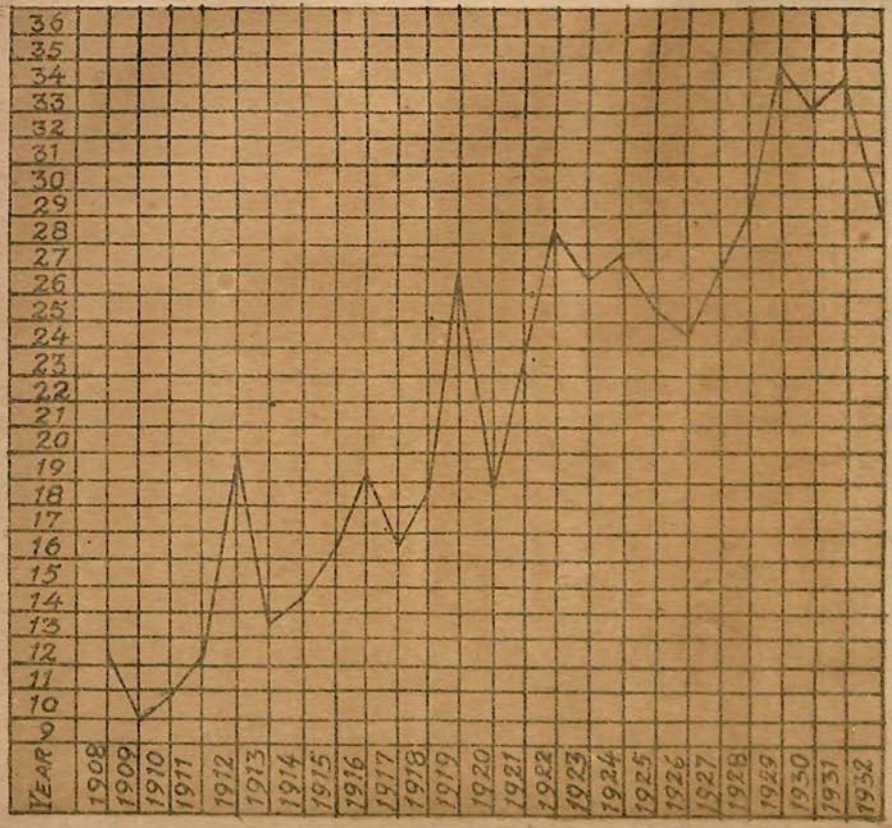
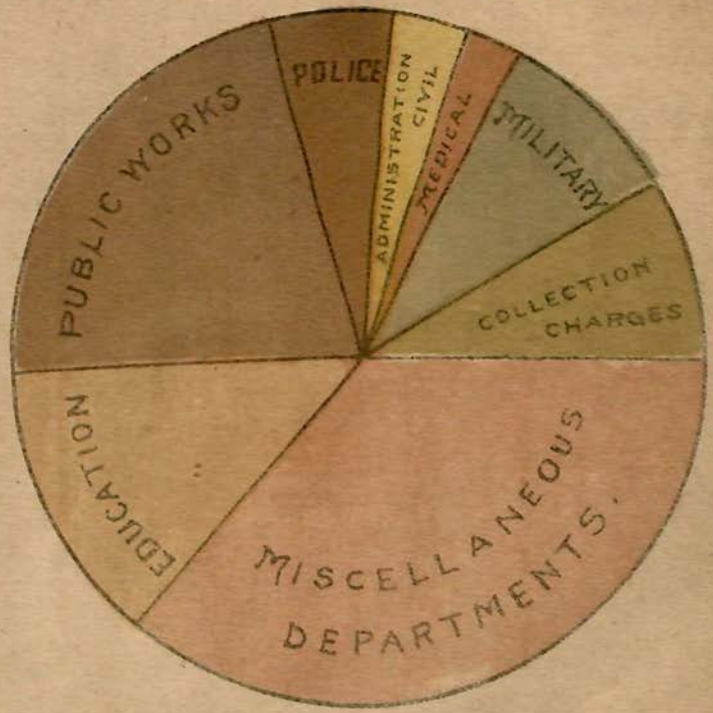


Diagram Showing the PROPORTION of EXPENDITURE on Various Heads.



English education, therefore, amounted to Rs. 4,19,630-12-5, thus showing the average expense of Rs. 26-1-3 per pupil as against Rs. 30-0-11 of the last year. The expenditure on vernacular education including the Library Department amounted to Rs. 27,22,353-1-7 the receipts being Rs.1,00,759 15-3. The net expenditure came to Rs.26,21,593-2-4 giving an average cost of Rs. 11-0-7 as against Rs. 10-15-8 per pupil.

Expenditure under different heads.

The following tabular statement shows the expenditure of the Education Department under different heads:—

Heads.	1931-32.	1930-31.
1	2	3
UNIVERSITY EDUCATION.		
Arts College	1,87,985- 9- 1	1,75,190-13- 6
SCHOOL EDUCATION GENERAL.		
Secondary schools...	5,08,845- 1-11	5,16,838-14- 9
Primary schools	20,37,644- 9- 3	20,22,541-10- 9
SCHOOL EDUCATION SPECIAL.		
Training Colleges...	46,600- 3- 4	47,699- 1- 7
Other special institutions	62,297-12- 1	63,818- 0-11
Buildings and apparatus†	1,83,447- 5- 0	51,790-15- 4
Direction and inspection	1,98,087-12- 5	1,85,896-10- 2
Scholarships	91,490-14- 8	1,05,746- 6- 6
Miscellaneous	3,85,398- 4- 7	3,56,494-14-10
Total ...	37,01,797- 8- 4	35,36,034- 4- 8

† Spent by the Public Works Department (1,42,404-6-10 New works and 41,042-14-2 repairs).

CHAPTER II.

ADMINISTRATION AND ORGANISATION.

Personnel.

The Department of Education including all the departments subordinate to it such as the Library, the Oriental Institute, the Museum and the Picture Gallerry, the Kala-Bhavan, the School of Indian Music, the Rajkeeya Sanskrit Mahavidyalaya and the Boy Scout Organisation remained under the control of Mr. Bhaskar Kashinath Bhate, M. A. (Cantab.) as Vidyadhikari (Commissioner of Education) during the year under report. He was Assisted by Naib Vidyadhikari, Dr. B. C. Lele, M. A., Ph. D. (Bonn.) and the inspecting staff of six Divisional Inspectors, two Inspectresses for girls' schools, 33 Deputy Inspectors including the Special Inspecting officer for the Urdu schools and a Gymnasium Inspector.

The inspecting staff and its work.

During the year under report Messrs. Chunibhai M. Desai B. A., D. H. Hora, B. A. and Umedbhai L. Patel, B. A. continued to work as Divisional Inspectors, Baroda, Petlad and Kadi Divisions respectively. While Messrs. B. B. Joshi, B. A., K. S. Mehta, B. A. and C. M. Hathi, B. A. continued to work as Divisional Inspectors of Patan, Navsari and Amreli till they were respectively transferred to Amreli, Pattan and Navsari in the month of June 1932. Mr. M. D. Mehta B. A., continued to work as the Inspector of Girls' Schools, Baroda Prant, during the absence of Miss T. C. Guzdar, who is on study leave in England and Miss S. S. Homawala continued to work as the Inspectress of Girls' Schools, Mehsana Prant. The work of the members of the Inspecting staff was as usual good and on the whole satisfactory. An Educational Conference of the officers of the department was held at Patan in

the month of May 1932 for discussing important questions pertaining to primary education

Inspection by the Vidyadhikari.

Over and above the regular office work, the Vidyadhikari (Commissioner of Education) travelled over 3,250 miles for inspecting the various institutions. He moved in all the four Prants and inspected in all 148 institutions including 12 High schools, 4 A. V. schools, 12 boarding houses, 14 special institutions, 2 libraries and 104 primary schools, besides paying surprise visits to several other institutions bearing some relation or the other with the Education Department. While inspecting and visiting the primary schools the Vidyadhikari paid special attention to the method of teaching in primary schools and gave practical hints and suggestions to the teachers. Attention was also paid to the pronunciations and accents of the students as well as those of teachers, and impressed upon the teachers the necessity of improving them. He also saw how the examinations were conducted and the Refresher Classes were held. During the course of his inspection he gave warnings to teachers whose work was found to be unsatisfactory, and punished those who were found negligent in their duties. At some places he held meetings of teachers and discussed with them problems of education and gave them practical instruction in the art of teaching, making the subjects taught interesting, and especially the neglected subjects of History and Geography. Inquiries regarding the collection of compulsory fines were made and attention of the Revenue officers was drawn towards prompt collection, which has resulted in good collection during the year under report. Records of some subordinate offices were inspected. Besides giving oral instructions at the time of visits, it has been invariably adopted as a matter of procedure to send inspection notes to the school authorities for their future guidance.

Work done by the Department.

The following statement shows the work of the Education Department during the year under report :—

statement showing the quantity and quality of the work done as per Huzur Order No. 15 dated 3-6-1928.

Serial No.	Name of the office.	Year 1931-32.									1930-31.	1929-30.	Remarks.
		Tippans.	Applications.	Leave transfers &c.	Accounts.	Foreign.	Compulsory education.	Appeals.	Miscellaneous.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Vidyadhikari's Office.	260	2,846	13,774	8,436	2,630	4,356	38	4,994	37,334 36,000	72,015	61,810	
										73,334			
2	Educational Commissioner's Office.	230	...	5769	6,947	...	...	...	358	13,304 15,000	27,508	23,628	
										28,304			
3	Baroda Vibhag Vidyadhikari's Office.	7	300	3202	2,910	...	4,782	...	18,867	30,068	28,355	30,360	
4	Petlad Vibhag Vidyadhikari's Office.	4	87	22,147	13,121	...	...	...	15,826	51,185	52,728	41,149	
5	Kadi Vibhag Vidyadhikari's Office.	6	65	13,553	7,215	...	7,423	...	4,674	32,936	28,711	23,085	
6	Patan Vibhag Vidyadhikari's Office.	17	109	18,976	10,717	...	11,853	...	5,355	47,027	28,113	26,817	
7	Navsari Prant Vidyadhikari's Office.	13	314	10,209	6,058	...	3,799	...	9,793	30,186	29,096	29,616	
8	Amreli Prant Vidyadhikari's Office.	8	197	5,434	4,528	...	4,472	...	5,165	19,804	19,081	18,886	
	Total.	545	3,918	93,064	59,932	2,630	36,685	38	65,032	3,12,844	2,85,637	2,55,401	

Statement showing the number of appeals made in the Huzur Sadar Adalat against the Department during the year 1931–32.

Serial No.	Name of the appellant.	Subject of the appeal	No. and date of the resolution of the office for which the appeal is made.	No. and date of the appeal.	Final resolution of the court of the appeal.
1	2	3	4	5	6
		VERNACULAR EDUCATION DEPARTMENT. :			
1	Emankhan Sardarkhan.	Departmental order for degrading Rs. 5 for two years for taking false grade increment.	No. 7 dated 1-9-31.	No. 3 dated 17-3-32.	Appeal was rejected.
2	Radhabai Laxmanrao Pawar	Departmental order for placing her name below that of Gangubai in the gradation list.	No. 136 dated 23-2-31.	No. 12 dated 19-11-31.	Appeal sanctioned and it was ordered that departmental order should be revised.
3	Nathubhai Naranji Desai.	Departmental order of dismissal for playing some trick in the case of a lady teacher.	No. 77 dated 17-12-30.	No. 1 dated 10-6-32.	Appeal was sanctioned with modification in the original Tharav.
4	Akbaralli Allaudin.	Departmental order for degrading him in the lower grade of Rs. 45–55 for quarrelling with the	No. 242 dated 18-7-31.	No. 2 dated 3-5-32.	Appeal disallowed.

Serial No.	Name of the appellant.	Subject of the appeal.	No. and date of the resolution of the office for which the appeal is made.	No. and date of the appeal.	Final resolution of the court of the appeal.
1	2	3	4	5	6
		assistants and thereby spoiling the efficiency of the school.			
5	Chaturbhai Ranchhodbhai Patel.	Departmental order of transferring him as a teacher from the clerical line.	Thep No. 6 dated 20-11-31.	No. 4 dated 15-7-32.	Appeal disallowed.
		ENGLISH EDUCATION DEPARTMENT.			
6	Mr. J. K. Majmundar.	Departmental order for reverting him in the lower grade of Rs. 45-55.	No. 75 dated 10-10-30.	No. 5/30-31.	Appeal disallowed.

CHAPTER III.

IMPORTANT FEATURES OF THE YEAR.

Important features.

Some of the important events of the Education Department during the year 1931–32 are summarised as under :-

Admission of more scholars in Training Colleges.

1. With a view to secure a greater number of trained teachers and to eliminate the number of untrained teachers already in service, the number to be admitted in Training Colleges for Men and Women was raised and matriculated candidates were admitted.

Revision of the grades of the posts of the primary School teachers.

2. As some of the trained teachers could not be given salary fixed for their qualifications, for want of sufficient number of posts, Government ordered that the Department should provide sufficient number of posts in the annual budget according to the number of trained teachers. Besides the old 8 grades for primary school teachers were reduced to 4 ranging from a minimum of Rs. 15 to Rs. 75, in order to reduce the number of transfers.

Opening of 100 libraries every year.

3. His Highness the Maharaja Saheb ordered that until every village having a school had a library also, 100 libraries should be opened every year. Rs. 10,000 per annum are sanctioned for this purpose.

Deputation of Mahal Vidyadhikari to the Punjab.

4. Under orders of Government six Mahal Vidyadhikaris were sent to the Punjab to visit and study the educational institutions there. Till all the Deputy Inspectors have had their turn, two are to be deputed every year.

5. Mr. K. Natrajan, editor of "The Indian Social Reform" was awarded the Shrimant Sayajirao Gaekwad prize of Rs. 1,000 this year with an annuity of Rs. 1,200 for one year.

Award of Shri Sayajirao Gaekwar Prize.

6. Sir Radhakrishnan, M.A., PH. D., Vice Chancellor, Andhra University, was selected to deliver a lecture in accordance with the Golden Jubilee Memorial Lectures Rules. The lecture was, however, postponed owing to the absence of His Highness the Maharaja Saheb in Baroda.

Golden Jubilee Memorial lecturer.

7. Rs. 7,000 were sanctioned as Government grant for the Mahila Library building at Patan.

Donation to Mahila Library building, Patan.

8. A donation of Rs. 1,000 was given to Dr. Balkrishna, Principal, Rajaram College, Kolhapur, for publishing a book on Shivaji.

Donation to Dr. Balkrishna.

9. With a view to remove the communal difference and to give Antyaj pupils the benefit of the Company of other Hindu pupils and tuition at the hands of experienced trained teachers, 107 Antyaj schools were amalgamated with the local Gujarati schools during the year under report, resulting in reduction of nearly Rs. 11,000 per annum in the expenditure.

Amalgamation of Antyaj schools.

10. Under orders of Government a sum of Rs. 100 is provided in the departmental budget to be awarded as prize to the writer of the best of the articles on primary education that may have been published in the Kelavani Bhag Adnyapatrika during the year, with a view to encourage the writers of such artilces. During the year under report this prize was awarded to Mr. R. P. Pandya, a lecturer in the Training College for Men, Baroda.

Prize for best article on primary education.

11. The departmental conference of educational officers was held at Patan during the year under report. Some of the main questions discussed therein are summarised as under :-

Educational conference.

1. The attention of the Mahal Vidyadhikaris was drawn by the Raj Vidyadhikari to certain points connected with the method of teaching and its improvement.
2. Steps to be taken for the regular recovery of fines under the Compulsory Education Act.
3. Giving powers of exemptions to Mahal Vidyadhikaris.
4. How Village Panchayats be made to take interest in their schools.
(5) Reducing the examination work of the Prant and Mahal Vidyadhikaris to give them more time for inspection and visits.
(6) Steps to be taken to prevent relapse into illiteracy.

12. The 65 per cent amount of fines under Compulsory Education Act, which was hitherto being given to the Panchayats for school buildings, was ordered to be henceforth given to the Public Works Department for the same purpose, and the remaining 35 per cent was ordered to be given to the Education Department for giving prizes, scholarships etc.

Utilisation of Compulsory Education Fines.

13. A committee of four local scholars with the Commissioner of Education as President and the Director of Oriental Institute as Secretary, was appointed for selection of manuscripts to be printed in the Gaekwar Oriental Series.

Committee for selecting Mss. for Gaekwar Oriental Series.

14. A team of four scouts in charge of the Scout Commissioner was deputed to Lahore to compete for the All India Ambulance Trophy.

Scout Team sent to Lahore.

15. To ensure efficient working of the district Educational Committees more functions were entrusted to them and more powers were conferred upon them. The Baroda Municipality was given the powers of the District Committee for the Baroda City Municipal area.

More powers given to the District Educational Committes.

16. The seven temporary posts of Mahal Vidyadhikaris, the expenses of which were hitherto charged to the Panchayats were made permanent and the expenses were ordered to be charged to the Education Department.

Temporary posts of Mahal Vidyadhikaris confirmed.

17. Three additional subjects viz. Rural Education, Theory and Practice of Teaching and Educational Administration were added to the Education Departmental Examination as second part, meant for Mahal Vidyadhikaris, with a view to make them better qualified for their work.

2nd part added to the Departmental Examination.

CHAPTER IV.

BARODA COLLEGE.

The Baroda College was established in the year 1882. It has been recognised for a full course in Arts and Science by the Bombay University. It remained in charge of Principal S. G. Burrow, B. Sc., A.R.C. Sc. (London) who returned from leave in November. Till November the charge remained with Dr. J. M. Mehta, M. A. (Oxford) Bar-at-Law-PH. D. who was acting as Principal.

Changes in the staff.

Mr. P. C. Romans who was appointed Professor of English commenced work in February 1932. Prof. A.X. Soares took leave for four months including the whole of monsoon term. Prof. Pendse who was on leave returned to duty in December. During the academic year 1931-32 Mr. C. V. Joshi, Raj Daftardar engaged the Pali class. His services being not available for the year 1932-33 sesson Mr. S.K. Chitre, asstt. teacher Baroda High School, was entrusted with the work since June 1932. Owing to large increase of admissions to the Inter Science and B. Sc. classes, appointments of additional lecturers, demonstrators and laboratory assistants had to be made. It was also necessary to continue additional junior staff for the teaching of Physics, Chemistry and Biology, that was engaged in the previous year.

Enrolment.

The following table shows the enrolment in the college as it stood at the end of each of the following years :-

Serial No.	Year.	Male.	Female.	Total No. of students.
1	2	3	4	5
1	1931–32	945	33	978
2	1930–31	891	20	911
3	1929–30	828	19	847
4	1928–29	685	11	696
5	1927–28	740	14	754

Admissions.

The number of students during the year under report as it stood at the end of the academic year i. e. in March 1932 was 978 as against 911 of the previous year. Of these 956 were under-graduates and 22 were post-graduate students. Those from the Baroda State numbered 538 which is 55% of the total-of the remaining 440, which is 45 % of the total; 99 came from other Indian States, 269 from British districts in Gujarat, 53 from the Deccan and Kokan and 19 from various localities. The number of admissions has risen to the maximum limit fixed and it is mainly due to the large increase of admissions in the Science department. In this connection attention of the College authorities has been drawn to the instructions issued by the Huzur on the current year's budget about limiting the admission. The following table shows the number of students coming from different districts :—

STATEMENT SHOWING THE NUMBER OF STUDENTS COMING FROM DIFFERENT DISTRICTS.

Serial No.	Year.	British territories.								Baroda State.	Native States.							Total number of outside.	Grand total.
		Bombay.	Khandesh.	Deccan.	Surat.	Broach.	Ahmedabad.	Kaira and Panch Mahal.	Central Province, Sindh, U. P. Kathiawar.		Sangli State.	Sawantwadi.	Dharampur Bansda.	Rajpipla.	Cambay.	Jamnagar.	Bhavnagar and other States.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1931–32 ...	5	34	53	46	41	20	128	39	538	...	4	2	22	72	3	31	440	978
2	1930–31 ...	9	15	45	50	44	76	135	63	402	6	6	3	31	13	5	14	509	911
3	1929–30 ...	5	22	54	45	42	21	126	44	437	...	2	5	27	6	1	10	410	847
4	1928–29 ...	4	35	37	29	36	25	80	21	379	1	7	3	21	8	1	9	317	696
5	1927–28 ...	6	35	33	42	34	23	93	19	407	...	3	1	18	14	3	25	347	754

Discipline.

During the first term of the session under review the students were regular in attendance and showed very little tendency to indulge in political demonstration. Early in the second term they exhibited a tendency of remaining on strikes whenever a political event occurred. The Principal explained to them the necessity of regular attendance and undesirability of organised Hartals in the College. In January a large majority of students remained away from attendance and the Principal had to take disciplinary measures in order to put a check over the growing tendency of strikes. The students realised the damage caused to their study by their absence in the College and expressed willingness to rejoin. The Principal relaxed the measures adopted by him to maintain discipline and order and allowed the boys to attend the College. Since then it was not found necessary to embark on any further disciplinary action and the regularity of attendance and the general behaviour of students were extremely good.

Results.

The examination results were on the whole fairly satisfactory. The detailed analysis is given in the following table about the number of students sent up for various examinations and the results achieved during the year under report:—

Examination Results.

Class.	No. sent up.	Absent.	Students. (College)	Ex-students.	Successful students.	Successful ex-students.	1st class.	2nd class.	College %.	University %.
1	2	3	4	5	6	7	8	9	10	11
M. A....	2	...	2	...	...	...	...	...	...	62·00
M. Sc.	1	...	1	...	1	...	1	...	100·00	86·6
B. A. (Oct.)	30	1	3	26	1	16	...	1	33·3	44·01
B. A. (April)	121	1	97	23	66	13	1	12	68·04	71·26
B. Sc. (Oct.)	23	2	20	1	15	...	...	...	75·0	Not published.
B. Sc. (Sub) (April)	53	...	51	2	39	...	...	...	75·0	72·42
B. Sc. (Prin.) do.	53	...	48	5	36	2	4	7		
Inter Arts	175	2	102	71	58	45	...	8	56·9	59·4
Inter Science...	160	1	144	15	95	7	6	25	65·97	60·31
F. Y. A.	434	9	395	30	254	17	1	36	64·30	67·91

Building and accommodation.

The front portion of the Science Institute is under construction and is expected to be completed by February 1933. A lecture theatre is also under construction at the rear. The Biology department would be able to occupy the rooms on the ground floor. The next stage of construction includes rooms at each side on the ground floor. When these are ready for occupation the whole of the chemistry department will be shifted to the new building. A separate Library Building for the College is a great desideratum.

Hostels.

There are three Government hostel blocks attached to the College providing accommodation for 160 inmates. With a total admission of say 900 students to the College the proportion in hostel is about 17 per cent. This is certainly a very low percentage, and should show clearly enough the necessity of another hostel block providing accommodation for 100 students.

MINOR REQUIREMENTS.

Sanitation and electrification.

(a) Latrines for the College and for the hostels are badly needed. The hostels and grounds require to be fitted up with electric light.

Cycle shed.

(b) An increasing number of students come to College on cycles. The P. W. Department have undertaken to provide a cycle shed within the next few weeks.

Library books.

The new catalogue is proving very convenient. Government have sanctioned an additional library clerk, and also an addition of Rs. 1,000 to the library grant making a total of Rs. 4,000 per annum. During the year 517 books including 85 on Science subjects were added to the library and 54 numbers of periodicals. The library is well patronised. 4649 books were issued for reading at home and 286 for consultation on the premises. Greater facility would be afforded to readers if the library has an independent building with a commodious reading room.

Games and other activities.

Each student contributes Rs. 4 per term to the College Union. Of this Re. 1 (one) is set aside for the purpose of Physical Education, which has been made compulsory for First Year students and voluntary for students in the higher classes. From the Union Funds provision is made for games like cricket, tennis, hockey, football and other native games. A reading room is maintained and supplied with newspapers and periodicals, and financial support given when necessary to the debating society and various literary and scientific societies. A College magazine is issued each term. The management of the games and affairs of the various societies are conducted by elected or nominated students under the guidance of a member of the College staff.

Training corps.

The Baroda College Training Corps commenced its work for this year on the 8th July 1932. The number of cadets in the beginning was 136 of whom 71 dropped out later. There were 23 parades in the first term and 24 in the second term. During the whole period cadets were given training in squad drill, rifle exercises, extended order drill, bayonet fighting and instructor's work. General Shinde, General Commanding Baroda Army, inspected the Corps at the end of the year and expressed his satisfaction at its efficiency.

The actual work of the corps was mainly done by Prof. Mukherji who worked as Adjutant, with the help of Pro. Wadia, Captain Apte supervised the work. The Baroda Army lent the services of three capable instructors and one head instructor and also lent the requisite number of rifles.

At the commencement of the 1932–33 academic Session in June there were 180 applicants for admission to the Corps. Most of them were from First Year Students. About 130 were selected for admission to the Corps. This exceeds the sanctioned strength of 100 cadets but the extra strength does not involve the Government in any additional expenditure.

University Physical Training Camp.

The University arranged to hold a physical training camp at Panchgini for three weeks during October 1931 and invited Colleges to send batches of students. The College deputed Prof. Mukherji with a party of 21 students a majority of whom belonged to the College military training corps. The students obtained certificates at the end of the course and one of them was given a special decoration.

Compulsory Physical Training.

As sanctioned by Government Physical training is compulsory for First Year students and voluntary for students of the upper classes. Mr. M. M. Upadhyaya who has received training in Physical Culture at the Y. M. C. A. Madras, has been appointed Physical Instructor. Government have been pleased to sanction Rs. 2,500 for the scheme.

Prof. Apte has undertaken the work of College Director of Physical Training, and Professors Mukharji, Wadia, Bhatt and Dhodpakar are working as Assistant Directors.

The students are divided into batches of about 25 each, each batch being under the control of a student leader who gets a small remuneration paid from the College Union funds.

The training course consists of two portions referred to as the A portion and the B portion. A portion students have to come to the College premises in the early morning twice a week. For B portion two weekly attendances are prescribed in the evening. There are several options.

University Activities.

Six of the staff viz., Principal Burrow, Dr. Naik, Prof. Trivedi, Dr. J. M. Mehta, Prof. Soares and Prof. Kazi are the members of the University Senate. The first three are also members of the Academic Council. Dr. Naik is a member of the Post-graduate Board. Principal Burrow, Dr. Naik, Professors Trivedi, Kazi, Soares and Shevde are members of the Board of studies in their own subjects.

The University has recently appointed recognised University Teachers for Post-graduate instruction and research at various centres. The College has obtained recognition for Post-graduate work in the subjects of English, Sanskrit, Persian, Urdu, History, Economics, Philosophy, Mathematics, Physics, Chemistry and Botany.

Work of the staff.

The work of the staff continues to be very good. All the members co-operate willingly with the Principal and their relations with the students are excellent.

College observatory.

The observatory was established under Huzur Order dated 26th June 1891 and placed under the control of the Medical Officer of the Central Jail. The charge of the observatory was transferred to the professor of Physics by a special Huzur Order No. A dated 1st January 1913. The office located in a room in the square block and the barometer was set up in that room. The Anemometer which had remained in the Central Jail was also removed on 19th July 1925 and set up in the College Compound on the roof of the Physics Laboratory.

Readings of the instruments are taken three times daily, at 8 a. m., at 10 a. m. and 4 p. m. local time which is 36 minutes behind the standard time.

Daily reports are sent to His Excellency the Dewan Saheb and Sanitary Commissioner, the Health Officer, the Professor of Physics, the Resident at Baroda, Their Highnesses (when they are in the Capital) the Officer Commanding, Indian Station Hospital, Baroda Camp., the Director of Agriculture (in rainy season only) and the Professor of Biology.

Weekly reports are sent to the Director of Agriculture, the Chief Medical Officer, and the Manager, Government Press. A monthly report is sent to the Superintendent, Model Farm.

Development.

Negotiations are in progress with the Director General of Observations to record Baroda observations. In course of time the Principal expects to receive his meteorological telegraph Code and send him in that Code a daily weather telegram, so that the Baroda observations may appear in the daily newspapers along with those of other stations.

Expenditure and receipts.

The following table gives the figures of receipts and expenditure of the College for the last three years :—

S. No.	Year.	Expenditure.	Receipts.	Net cost of educating each pupil.
1	2	3	4	5
1	1931-32	1,87;985- 9-1	95,333-6-0	94-11- 9
2	1930-31	1,75,190-13-6	90,294-8-0	93- 3- 0
3	1929-30	2,05,869- 0-0	75,973-0-0	153- 6-11

CHAPTER V.

SECONDARY EDUCATION.

During the year under report there were 104 institutions (excluding the Baroda College, Scout Organisation and the Oriental Institute) as against 79 in the last year.

Total number of pupils learning English.

The total number of pupils learning English was 15,725 (14,876 boys and 849 girls) as against 14,741 (14,024 boys and 717 girls) in the previous year showing an increase of 984 students. The total number shown above includes the number of students who were learning English in Primary Schools including Navsari Girls' School and 7 Mixed Schools at Gangadhara, Bahadarpur, Mahuva, Atarsumba, Sonwadi, Vervala and Bet.

High Schools.

During the year there were 24 High Schools 15 Government and 9 aided the number remaining the same as in the last year. The number of Government High Schools includes the Maharani Girls High School in the Capital exclusively meant for girls.

Anglo-Vernacular and Mixed Schools.

The number of Government Anglo-Vernacular Schools including 7 Mixed Schools was 30 and that of aided schools was 5 making a total of 35 the figure remaining unaltered. There were besides 5 aided fifth and sixth standard classes, 2 Government English classes at Navsari and Chalala, the one at Pattan being closed, 35 unaided Anglo-Vernacular Schools and classes. The total number of Anglo-Vernacular Schools and classes Government, aided and unaided was 80 as against 63 during the previous year.

Hostels.

There were four hostels maintained by Government attached to the Maharani Girls School, Visnagar, Pattan and Mehsana High Schools. Besides there were 5 hostels attached to Dabhoi, Kathor, Kadi and Sojitra High Schools and the Sinor A. V. School. Grant to the Sinor Boarding House was newly sanctioned. They are managed by the private bodies and given grant-in-aid by the Department. In addition to these the Daboo Quarters at Navsari provides accommodation for students belonging to the Sir C. J. N. Z. Madresa.

Amalgamation of Government primary and Secondary School.

The department has already tried a scheme of amalgamation by amalgamating primary standards V & VI with the secondary standards I, II, & III with the result that there are at present 7 Mixed Schools. The Mixed School, as it is, has no special feature of its own. The department therefore worked out a new scheme of amalgamation to be designated as 'Middle School Scheme' and submitted it to Government for approval and sanction. The Middle School will be teaching from class I to class VIII English being introduced from class V. The existing curricula of studies of both the Primary and Secondary Schools have been so revised and readjusted as to do away with the over-lapping of the syllabus now followed in the existing Mixed Schools resulting into a saving of one year to the students desirous of learning English.

Of the Government High Schools, the Baroda High School and the Maharani Girls High School require to be specially mentioned in view of their manifold activities.

Baroda High School.

During the year under report there were 1090 students as against 1016 in the last year. The increase was due to the large number of admissions in the Matric classes.

The following table shows the number on the rolls for the last five years:—

No. on 31st July 1932.	1931.	1930.	1929.	1928.
1	2	3	4	5
1090	1016	1048	1014	950

Instructions have been issued to the Head Master to restrict admissions according to the accommodation available in the school and to do away with the tendency of forming big classes, with a view to preserve the efficiency of the school.

Accommodation.

A Central Hall is a crying need. Equally is the want for a spacious Laboratory room. It is also equally necessary to have a Gymnasium Shed located near the high school building. These are the pressing needs of the school so emphatically reiterated every year. The solution of the difficulties depends upon the settlement of the question regarding exchange of High School and Kalabhavan buildings.

Matriculation result.

The High School sent up 208 students out of 261 excluding 42 ex and private students, for the University Matriculation Examination. 95 regular and 11 ex and private students passed. This gives a percentage of 45 to the number sent up as against 61 of the last year and 36·4 to the number on the roll. Though the result does not compare favourably with the last year's result it does so very favourably with the general University result which is nearly 37 per cent. The year under report was a period of unrest all over the country and the school work was considerably affected. The foolishness of the students coupled with the indifference of the parents and guardians was largely responsible for the lower percentage. The school has notwithstanding secured 10 distinctions and 34 exemptions in different subjects. It is gratifying to note that the first student of the school who also stood first in the

State schools was awarded the Habert and Latonch Scholarship by the University and was also awarded the Hiralal Gold Medal by the department.

Games and other activities.

The School won a large number of prizes in the competitive sports held under the auspicies of the Hind Vijaya Gymkhana. It also played matches in connection with the Maharaja Challenge Shield Tournament and after a contested play with the T. J. High School, Mehsana., in the finals won the trophy for the fourth time. Scouting is an equally important activity. The Scouts arranged two hikes one to Pawagad and the other to Ubherat. Scouts rendered useful services at the Hind Vijaya Gymkhana Tournaments. The sloyd class is doing good work. Fret work is very popular with the boys. One of the students had his own stall of the fret work at the Swadeshi Exhibition held in Baroda and he was awarded a gold medal. The school also conducted the debating societies, co-operative stores, children's library as usual. One novel activity that was started was the Junior Red Cross Society.

Important event.

The most important event of the school was the retirement of Mr. Wadia the permanent Head Master after a long and meritorious service of forty years. Mr. Wadia was not only an exceptionally capable teacher but a loving personality who will ever be remembered by the teachers and the taught and all those who came in close association with him. The school owes a great deal to him in the establishment of its reputation as a premier institution not only in the Raj but also in the Presidency.

Maharani Girls High School.

The number of girl students on 31st July 1932 was 724 as against 652 at the end of the last year, showing an increase of 72. The following table shows the numerical strength of the school during the last five years:—

No. on 31st July 1932.	1931.	1930.	1929.	1928.
1	2	3	4	5
724	652	567.	489	460

Examination results.

The examination results of the whole school were on the whole good. The Matriculation results were not upto mark. Out of 13 students who were sent up only 5 passed giving a percentage of 38·5 as against 77 of the last year. Karve University results were satisfactory. 29 candidates were sent up for the Entrance and 8 were sent up for the Secondary School Certificate. Out of them 20 and 4 passed respectively.

The various examination results of the school during the year under report are as tabulated below:—

Examination.	No. sent up.	No. passed.
1	2	3
Manhar Kunvarba Prize Sadi Pin	7	4
St. John's Ambulance...	33	23
Baroda Guild of Needle work and Fabricks.		
Senior grade :—		
Sec. I	1	...
Junior grade :—		
Sec. I	12	10
Sec. II	14	11
Sec. III	1	1
Royal Drawing Examination	66	53

Award of prizes and important activities.

Good conduct medal and other prizes and scholarships were given to the deserving girls. The co-operative stores, house contests, nature study club, girl guide are the important activities conducted by the school. Girls also took interest in games and sports. A large number of girls entered for the Hind Vijaya Gymkhana sports.

Boarding House.

The School has a Boarding House attached to it. The number of inmates at the end of the year was 75 including 15 girls studying in the College as against 73 in the previous year. The total expenditure during the year was Rs. 3960-0-9 and the income was Rs. 1976-4-0.

Expenditure and income.

The total expenditure of the school during the year under report amounted to Rs. 39,989-3-8 as against Rs. 30,833-4-10 of the last year and the receipts to Rs. 3,763-8-3 as against Rs. 3,269-10-0 in the previous year. The annual average cost of educating a pupil to Government for the year was Rs. 55-14-10 as compared with Rs. 65-12-8 for the last year.

The following table shows the number of pupils attending the remaining High Schools during the year under report:-

S. No.	School.	No. attending in 1931-32.	No. attending in 1930-31.
1	2	3	4
1	Petlad H. S.	551	550
2	Bhadran H. S.	294	280
3	Sojitra H. S.	466	482
4	Dabhoi H. S.	390	421
5	Padra H. S.	352	327
6	Billimora H. S.	262	246
7	Kathor H. S.	246	231
8	Mehsana H. S.	384	404
9	Visnagar H. S.	381	364
10	Sidhpur H. S.	291	248
11	Pattan H. S.	560	566
12	Amreli H. S.	308	327
13	Dwarka H. S.	163	161

University Matriculation Results.

Matriculation results of Government High Schools were on the whole satisfactory. Percentage of results of some High Schools was higher than that of the University while the percentage of some was lower. Had it not been for the varying standard of test in English and Science, especially in the Baroda Centre, a majority of the schools would have been able to secure better results. A scrutiny of the results shows that large number of failures this year are in English. This is due to the fact that the University Standard of Examination in English was not uniform and differed in each centre. All the same instructions have been issued to the schools whose results were below the required standard to show good results. The results of the schools have been tabulated separately in the report.

Secondary Teachers' Certificate Examination.

The department has introduced S.T.C. Examination from the year 1931 with the sanction of Government. A Committee with the Naib Vidyadhikari as President has been appointed to manage the affairs of the examination. The first examination was held in June 1931 and the second was held in June 1932. As the teachers have to read privately and prepare themselves for the examination, a period of five years have been given during which all those teachers who are neither trained nor hold S.T.C. diploma, have to pass the examination in two parts fully. Till now three teachers have passed the examination in both the parts and have entitled themselves to S.T.C. diplomas to be given by the department. Several teachers have passed in individual papers and will be qualified for the diploma when they fully pass in two parts.

Inspection and examination of Secondary Schools.

The Commissioner of Education during his inspection tour inspected 24 High and Anglo-Vernacular schools and the Asstt. Commissioner of Education inspected 15 schools and the institutions. It has been the practice to prepare separate inspection notes containing necessary details about each school and institution inspected and these

notes are sent to the respective schools and institutions for necessary action. Besides the Prant and Vibhag Vidyadhikaris of the respective divisions visit and inspect the Secondary Schools falling under their jurisdiction. The annual examinations of the High Schools were conducted by their respective Head Masters as usual. The annual examinations of Anglo-Vernacular Schools of various grades, government, aided and unaided, were conducted by the Vibhag Vidyadhikaris, graduate teachers and the Mahal Vidyadhikaris with the help of the school staff as usual.

IMPORTANT EVENTS AND MEASURES ADOPTED.

The Geographical Conference and the Secondary teachers' Conference.

The 2nd Geographical Conference of the Bombay Presidency was held in Baroda under the Presidentship of the Commissioner of Education. The Conference was declared open by M. R. B. G. B. Ambegaokar B. A., LL. B. Mantra Sachiv Saheb. Well known educationists from Bombay and Poona attended the Conference, The teachers of the department got an unique opportunity of hearing learned addresses, observing some of the best-lessons in Geography and seeing an interesting Geographical Exhibition. The beneficial result that the conference produced was the keen interest created in the mind of our teachers in the subject of Geography and its teaching in the schools. To make the teaching of Geography as efficient as possible, the department has been supplying maps and charts, Geographical apparatus and important literature on the subject. With a view to encourage such an important and useful educational activity, Government had been pleased at the request of the department to give the management financial help of Rs. 500 (five hundred) towards meeting the expenditure. The Geographical Conference was immediately followed by the annual session of the Secondary Teachers' Conference in course of which two interesting lessons were arranged.

Measure adopted.

Introduction of Visual Instruction and Demonstration Lessons, preparation of notes of lessons by the teachers, introduction of manual training in the Amreli, Pattan and Petlad High Schools, circu-

lation of educational magazines and journals and important books on education, nature study, tree planting, organisation of co-operative stores and the Junior Red Cross Societies in the schools are some of the important measures introduced in schools by the department.

Wastage and Stagnation in the Secondary Education.

The department has been studying the question of Wastage and Stagnation in the Secondary Education in the Raj as in the case of elementary education. A note has been prepared by Dr. B. C. Lele, M. A. Ph. D. (Germany) Naib Vidyadhikari. His Excellency the Dewan Saheb was pleased to direct that it should be published in the quarterly issue of the Baroda Blue Book. Dr. Lele has also been appointed President of the Study Circle for the department. Members of the Study Circle occasionally meet and discuss important educational points and as a result of discussion send their contributions for the Blue Book.

Scholarships and Prizes.

The aggregate annual amount of the State scholarships at the Baroda College and the Secondary Schools of the State was Rs. 20,875-12-0. This includes (1) two scholarships sanctioned for the commercial study at the Sydenham College of Commerce and Economics, Bombay, (2) Seva Kadar Scholarships awarded to the children of Government servants, (3) a sum of Rs. 1800 paid annually to the Deccan Maratha Association for awarding scholarships to Maratha girls and (4) other scholarships sanctioned in the Secondary Education Code.

Besides these Rs. 4,366 (four thousand, three hundred and sixty six) were expended on Shrimant Sayaji Rao Maratha Scholarships to 27 scholars from the interest realised on the donation of Rs. 1, 00, 000 graciously made by His Highness the Maharaja Saheb for the spread of the higher education amongst the Marathas. During the year under report it was not possible to award Maratha scholarships to the students of the Maratha community from the interest realised on the Maratha Education Fund of Rs. 1,50,000 donated by His Highness the Maharaja Saheb, as the whole amount was used up in awarding scholarships to Shilledars.

As in the previous year, the Nemnooks in the form of scholarships paid to the children of Nemnookdars amounted to Rs. 6,519-0-10. Rs. 1,372-2-7 were paid from the Maratha Scholarships Fund and Rs. 5,146-14-3 were paid from the Shilledari Fund to 14 Students (Nemnookdars) in all.

Management.

These scholarships were managed by a Committee consisting of

General N. G. Shinde.

Shri. Damajirao Gaekwad.

Major A. G. Sadekar Pawar.

Major G. H. Pawar.

Mr. S. R. Shinde.

Mr. R. S. Mane Patil.

with the Commissioner of Education as president.

Funds by philanthropists and managed by Government.

Besides these Government grants, the following funds donated by different philanthropists were managed by the English Education Department, the interest whereof was utilised in awarding scholarships and prizes :—

TABLE No. 8.

S. No.	Name of the Fund.	Amount donated.
1	2	3
1	Himatlal Shivlal Memorial Fund	Rs. 10,000
2	Prince Fatehsinh Rao Gaekwad Memorial Fund	„ 2,100
3	Soni Gordhandas Mathchand Scholarship Fund.	„ 8,900
4	Parwatibai Scholarship Fund	„ 48,700
5	The Maharaja Holkar Prize Fund	„ 1,300
6	The Bhandarkar Law Prize	„ 2,400
7	Shri. Sayaji Rao Maratha Scholarship ...	„ 1,34,400
8	Tribhovandas Venidas Dasha Vayada Memorial Fund	„ 5,000
9	The Maratha Education Fund	„ 1,36,000
10	Madan Memorial Fund	„ 2,600
11	D. B. Dhamnaskar Scholarship Fund ...	„ 70,000
12	Shrimant Sampat Rao Gaekwad Scholarship Fund	„ 50,000
13	Clarke Memorial Fund	„ 5,600
14	Hiralal Shrof Gold Medal Prize Fund ...	„ 1,000
15	Elliot Memorial Fund	„ 10,000
16	Bibi Janab Begum Scholarship Fund ...	„ 6,400
17	Shri. Mahalsabai Memorial Fund	„ 4,000
18	Baxi Dankeshrao Scholarship Fund... ...	„ 400
19	E. Obrien Memorial Fund	„ 100
20	The Maharaja Silver Jubilee Mahomedan Scholarship Fund	„ 1,000
21	Badheka Memorial Fund	„ 282-6-6

S. No.	Name of the Fund.	Amount danated.
1	2	3
22	Dr. Jivraj Amreli High School Students' Fund.	„ 1,600
23	Anantrao Memorial Fund	„ 400
24	The Apte Memorial Fund	„ 166-1-1
25	Dahibai Parikh Essay Prize Fund... ...	„ 100
26	Graham Memorial Scholarship Fund ...	„ 1,200
27	Manubhai N. Mehta Prize Fund	„ 100
28	Desai Prabhulal Mulchand Memorial Fund...	„ 1,200
29	Petlad Tower Fund	„ 6,500
30	Naginbhai Bholanath Memorial Fund ...	„ 400
31	Sheth Naranbhai Keshavlal Scholarship Fund.	„ 2,900
32	Jayantilal and Sumitra Prize Fund	„ 791-1-2
33	Markandrao Prize Fund	„ 600
34	Desai Lallubhai and Chandrakor Prize Fund.	„ 400
35	Majmundar Parbhulal and Karmadalaxmi Prize Fund	„ 1,000
36	Ishwarbhai Purshottamdas Prize Fund ...	„ 100
37	Trivedi Shankarbhai Govindji Prize Fund ...	„ 600
38	Seddon Memorial Fund	„ 1,500
39	Avabai Dadabhai Zaba Memorial Fund ...	„ 200
40	Sheth Mancharji and Ratanji Tata Scholarship Fund	„ 3,000

S. No.	Name of the Fund.	Amount donated.
1	2	3
41	Prince Jaisingrao Medal Fund	„ 500
42	K. V. Sahasrabudhe Memorial Fund ...	„ 400
43	Purshottamdas Prize Fund	„ 700
44	Shivabhai Mathurbhai Fund	„ 100
45	Bai Radha Memorial Fund	„ 600
46	Jethabhai Maganlal Prize Fund	„ 500
47	Becharbhai R. Devi Scholarship Fund ...	„ 1,500
48	Maniar Gordhandas Bulakhidas Memorial Fund	„ 6,400
49	Sheth Naranbhai Manibhai Scholarship Fund.	„ 3,000
50	Maneklal Khushalchand Regularity Fund ...	„ 100
51	Joshi Ranchodlal Prabhuram Vidyottejak Fund	„ 1,500
52	His Highness' Birth-day Fund	„ 300
53	Indira Raje Gaekwad Scholarship Fund ...	„ 7,323-3-4
54	Dattatraya Krishna Sarangpani Prize Fund.	„ 500
55	Officers' Fund...	„ 500
56	Punjalal Mulchand Fund	„ 50
57	Desai Bhimbhai Khandubhai Memorial Fund.	„ 500
58	Shri. Maharaja Sayaji Rao Gaekwad Birthday Celebration Fund	„ 500
59	Bal Yuvaraj Memorial Fund...	„ 1,000
60	Ujamshi Pitamberdas Zarola Vanik Kelavani Fund	„ 3,000
61	Patan High School Silver Jubilee Fund ...	„ 1,446-7-0
62	Bhikhabhai Jain Prize Fund...	„ 300

S. No.	Name of the Fund.	Amount donated.
1	2	3
63	Joitibai Maganlal Harichand Prize Fund ...	,, 50
64	Poor Boys' Fund	,, 600
65	Bai Laxmikore Jain Fund	,, 500
66	Dahyabhai Nathubhai Vakil Modh Prize Fund	, 300
67	Vakil R. B. Girdharlal Uttamram Parikh Memorial Fund	,, 3,500
68	Sheth Vadilal Lalloobhai Prize Fund ...	,, 1,300
69	Natvarlal Lallubhai Memorial Fund ...	,, 600
70	Vasant Shridhar Damle Prize Fund ...	,, 100
71	Pragaji Thakarsi and Govindji Thakarsi Mulji Memorial Fund	,, 2,000
72	Harison Memorial Fund	,, 1,182-6-6
73	Hansraj Pragaji Students' Memorial Fund...	,, 300
74	Sheth Vithaldas Liladhar Memorial Fund ...	,, 600
75	Tulsibhai Bakorbhai Memorial Fund ...	,, 2,600
76	Bhadran Golden Jubilee Fund	,, 2,600
77	Miss Parubai Memorial Fund	,, 162-9-1
78	Dewan Saheb Manubhai Scholarship and Prize Fund	,, 5,000
79	Maherbai Khandalavala Prize Fund	,, 600
80	Dharmajnabala Himatbhai Prabhulal Desai Prize Fund	,, 500
81	Shahabai Parab Memorial Fund	,, 1,000
82	Gunajirao Nimbalkar Scholarship Fund ...	,, 2,700
83	Lilavati Prize Fund	,, 500
84	Amirba Nandlal Dixit Prize Fund	,, 625
85	Miss Moselle Abraham Kehimkar Prize Fund.	,, 600

AIDED INSTITUTIONS.

Grant-in-aid institutions.

There are 19 aided schools at the end of the year; 9 High Schools, 5 A. V. Schools and 5 classes including those maintained under Semi-Government principle. The total number of students attending these institutions was 3,939 as against 3,699 in the last year. The total grant in-aid given to them amounted to Rs. 43,356 as against Rs. 41,320 given during the previous year.

Financial position.

The following statement shows the financial position of the aided institutions:—

Statement showing the financial position of the aided institutions.

S. No.	Name of the institution.	Annual amount of Govt. grant.	Annual income from fees.	Annual amount of public contribution.	Disbursement.
1	2	3	4	5	6
1	Shri. Sayaji High School, Baroda ...	6,000- 0- 0	20,540-14-0	...	20,972-10-0
2	Methodist Boys' H. S., Baroda ...	1,800- 0- 0	10,300- 0-0	5,968- 0-0	18,068- 0-0
3	M. C. H. S., Baroda	6,000- 0- 0	15,243-12-0	2,347- 6-5	21,751-14-6
4	A. J. H. S. Vaso	2,700- 0- 0	6,522-14-0	626- 2-9	9,849- 0-9
5	Kothari H. S. Kadi	1,500- 0- 0	3,936- 8-0	826-13-3	6,263- 5-3
6	Nar H. S.	1,800- 0- 0	4,138-14-0	1,707- 4-6	7,646- 2-6
7	Dharmaj H. S.	3,600- 0- 0	8,757- 4-0	141- 9-0	12,498-13-0
8	Sir C. J. N. Z. Madresa, Navsari ...	6,000- 0- 0	17,049- 2-0	299-11-0	32,218- 9-2
9	Pij A. V. School	923-14- 6	810-10-0	1,847-13-0	2,771-11-6
10	Chhani A. V. S.	275- 0- 0	355- 0-0	695- 0-0	1,369- 0-0
11	D. K. Tata A. V. S.,Navsari	3,600- 0- 0	6,456- 0-0	31- 0-0	17,819- 0-0
12	Maroli A. V. S.	600- 0- 0	1,991- 0-0	267-12-0	2,795-14-9
13	Sankheda V Std. class	240- 0- 0	360-10-0	719- 8-3	1,320- 2-0
14	Kalol V Std. class	240- 0- 0	482-10-0	400- 0-0	999- 4-0
15	Karve College	4,000- 0- 0	406- 0-0	2,029- 0-0	5,959- 6-0
16	Sadhi A. V. S.	240- 0- 0	1,039- 0-0	235- 6-0	1,541-14-6
17	Vyara V Std. class	323- 0- 0	442- 0-0	672- 1-0	995- 1-0
18	Vesma V Std. class	91- 4-10	203-12-0	182- 9-7	273-14-5
19	Gandevi High School	3,000- 0- 0	4,595- 0-0	4,018- 3-0	11,887- 0-1
	Total ...	42,933- 3- 4	1,03,630-14-0	23,015- 3-9	1,77,000-11-5

Besides an annual grant of Rs. 4000 was given to the Maharani Chimnabai Mahila Pathshala styled as the Karve College. This College was opened in the year 1923–24. The number of students attending the College at the end of the year was 28 as against 25 in the last year. The Pathshala is allowed to be held in the building of the Maharani Girls High School as an encouragement to female education.

Maharani Chimnabai Mahila Pathshala.

The numerical strength of the aided High and A. V. Schools and classes and the University Matriculation results of the High Schools for the year are tabulated separately along with those of the Government schools.

The total expenditure on Secondary Education during the year under report amounted to Rs. 5,08,845-1-11 as against Rs. 5,16,138-14-9 of the last year and the receipts amounted to Rs. 2,77,149-14-7 as against Rs. 2,75,840–2–0 in the previous year. The average cost of educating each pupil was Rs. 26–1–3 as against Rs. 30–0–11 in the last year.

Expenditure.

Education of the Grand Children of His Highness the Maharaja Saheb.

Children of Prince Dhairyashil Rao Gaekwad, Princess Usha Raje and Prince Ashok Raje were reading in English, Mathematics etc. with Mr. N. A. Kelkar. Prince Nala Raje and Prince Vijitsinh Raje were reading Kindergarten lessons with him. Since the departure of Prince Dhairyashil Rao for Europe in May 1931 all these children were reading their lessons exclusively with Mr. Kelkar at Panchgini, Darjeeling and Kooch Bihar from where they returned to Baroda by the end of 1931. They were got examined and found fit for Std. II and III respectively. In February 1932 Miss Hubart was appointed to teach them English and Mr. Kelkar taught other subjects such as Marathi, Mathematics, History etc. On 19th February 1932 special classes were formed in the Training College for Women for these Royal Children. Princess Usha Raje and Prince Ashok Raje were put in Std. III. Prince Nala Raje was put in Std. I and Prince Vijitsinh was put in the Kindergarten class. These classes worked from 19-2-32 to 7-5-32. In summer the children went to Mount Abu and after their return from the hills they were taken to Europe for their studies.

CHAPTER VI.

PRIMARY EDUCATION.

Number of vernacular institutions.

At the end of the year under report there were 2545 vernacular institutions as against 2673 of the preceding year. The following table shows the number of vernacular institutions of various kinds.

S. No.	Kinds of institutions.	Number of institutions.		Remarks.
		1931-32	1930-31	
1	2	3	4	5
	GOVERNMENT INSTITUTIONS.			
1	Primary schools.	2409	2525	
2	Kindergarten classes.	10	14	
	SPECIAL INSTITUTIONS.			
3	Training College for Men.	1	1	
4	Training College for Women.	1	1	
5	Technical institutions.	4	4	
6	Reformatory.	1	1	
7	Patan Ayurvedic Pathshala.	1	1	
8	Rajkeeya Sanskrit Mahavidyalaya.	1	1	
9	Other Sanskrit schools.	5	5	
10	The schools for the Deaf, Mute and the Blind.	2	2	
11	Music schools.	4	4	
	Boarding Houses for Antyajas and backward classes., and the Orphanage.	12 1	12 1	
	Total Government institutions.	2,452	2,572	

S. No.	Kinds of institution.	Number of institutions.		Remarks.
		1931–32	1930–31	
1	2	3	4	5
	AIDED INSTITUTIONS.			
12	Primary schools.	40	46	
13	Industrial school.	1	1	
14	Sanskrit schools.	2	2	
	Total aided institutions.	43	49	
	UNAIDED INSTITUTIONS.			
15	Primary schools.	39	38	
16	Industrial schools.	2	2	
17	Sanskrit schools.	6	8	
	Total unaided institutions.	47	48	
18	Fund schools.	3	4	
	Grand total.	2,545	2,673	

Reasons of decrease in the number of institutions.

The decrease of 128 institutions is mostly due to the amalgamation of 107 Antyaj schools with the local vernacular schools and the closing of some of the poorly attended schools in villages having schools in the vicinity.

The following table shows the number of pupils attending primary institutions :—

Number of pupils in vernacular institutions.

S. No.	Kinds of institutions.	Number of pupils. 1931-32	Number of pupils. 1930-31	Remarks.
1	2	3	4	5
	GOVERNMENT INSTITUTIONS.			
1	Primary schools.	2,27,668	2,20,325	
2	Kindergarten classes.	1,131	1,219	
	SPECIAL INSTITUTIONS.			
3	Training College for men.	450	339*	*111 matriculates that were taken up from 1-8-31 were not counted.
4	Training College for women.	234	179	
5	Technical institutions.	1,369	1,299	
6	Reformatory.	12	9	
7	Patan Ayurvedic Pathshala.	79	56	
8	Kajkeeya Sanskrit Mahavidyalaya.	143	128	
9	Other Sanskrit schools.	204	198	
10	The schools for the Deaf, Mute and the Blind.	79	82	
11	Music schools, Boarding Houses for Antyajas and backward classes and the Orphanage.			As the students of these institutions attend ordinary vernacular schools, they are not counted here over again.
	Total Govt. institutions.	2,31,369	2,23,834	

S. No.	Kinds of institutions.	Number of pupils.		Remarks.
		1931–32	1930–31	
1	2	3	4	5
	AIDED INSTITUTIONS.			
12	Primary schools.	2,344	2,604	
13	Industrial schools.	72	87	
14	Sanskrit schools.	64	64	
	Total aided institutions.	2,980	2,755	
	UNAIDED INSTITUTIONS.			
15	Primary schools.	2,661	2,481	
16	Industrial schools.	104	163	
17	Sanskrit schools.	136	221	
	Total unaided institutions.	2,901	2,865	
18	Fund schools.	321	310	
	Grand total.	2,37,571	2,29,764	

From the above figures it will be seen that in spite of reduction of 128 institutions, there is an increase of 7,807 pupils, which is apparently the consequence of stricter supervision of the Education Department in the preparation of the census of children required to attend schools under the Compulsory Act. This policy of stricter supervision recently adopted by the department, has resulted in an increase of 31,640 pupils during the last three years.

Comparative view of the number of pupils and institutions.

The following statement gives a comparative view of the number of the institutions and the number of pupils attending them for the last five years:—

Comparative statement showing the number of institutions and the number of pupils attending them.

Serial No.	Year.	Boys' schools.		Girls' schools.		Other institutions.		Total		Remarks.
		No. of schools.	No. of pupils.	No. of schools.	No. of pupils.	No. of schools.	No. of pupils.	No. of schools.	No. of pupils.	
1	2	3	4	5	6	7	8	9	10	11
1	1931–32	2,102	1,91,814	317	36,985	126	8,772	2,545	2,37,571	
2	1930–31	2,228	1,35,134	311	86,468	134	8,162	2,673	2,29,764	
3	1929–30	2,233	1,28,903	307	77,561	143	9,077	2,683	2,15,541	
4	1928–29	2,301	1,25,578	334	71,054	150	9,299	2,785	2,05,931	
5	1927–28	2,379	1,27,411	360	71,825	157	8,921	2,896	2,08,157	

Inference from the examination of the table.

The above comparison shows that though the total number of the institutions has been decreasing, the number of pupils has been steadily increasing every year. The number of pupils in boys' schools includes 52,516 girls studying with boys and that in girls' schools includes 150 boys learning with girls. Thus the total number of boys and girls in Government primary schools comes to 1,39,448 and 89,351 respectively.

Percentage of pupils.

Taking 15 per cent of the male population and 12 per cent of the female population as children of school-going age, the percentage of boys and girls to the total population of school-going age, attending Government schools, comes to 74·6 and 63·0 as against 81·9 and 70·3 respectively. The decrease in the percentage is only apparent as it is based on the recent census figures of 1931. According to the last census the total population of the State has increased by 3,16,485 persons and has come to 24,43,007 as against 21,23,588 in the last census. Really speaking the percentage has increased as compared with the census of 1921. The following table will give a clear idea of these figures :—

Serial No.	Percentage of	1931–32.		1930–31.
		As per census of 1931.	As per census of 1921.	
1	2	3	4	5
1	Boys attending Government schools to total male population of school-going age.	74·6	86·1	81·9
2	Girls attending Government schools to total female population of school-going age.	63·0	73·4	70·3
3	Boys attending Government schools to total male population.	11·3	13·0	12·3
4	Girls attending Government schools to total female population.	7·5	8·7	8·4
5	Children under instruction to total population.	9·7	11·2	10·8

Looking to the steady increase in the number of pupils every year, we can expect that the enrolment in the course of time would reach the required standard, though not the maximum, as nearly half the number of villages is without schools. The steady increase in the number of girls shows that people have been gradually realising the necessity and benefits of female education. The percentage of girls is however, not quite satisfactory; due to various reasons such as :—

(1) Some ignorant parents keep back the name of their daughters at the time of census of children of school-going age.

(2) Irregularity in attendance is more in case of girls than of boys.

(3) Female teachers are not able to persuade the parents to send their children to school as much as male teachers.

(4) The number of girls that continue in higher standards is far smaller than that of boys.

Towns and villages having schools.

According to the census of 1931 there are 2,969 towns and villages in the State. Of these 1,433 are directly served by schools. About 300 villages, which are within a mile from a neighbouring town or village having a school, are taking advantage of the schools near by. The rest of the villages are mostly very small and would not supply a sufficient number of pupils if schools were opened there.

Educational Conference.

In order to improve the efficiency of education in primary schools, conferences of the officers of the Education Department are held frequently to discuss and solve important problems connected with primary education. During the year under report the Educational Conference was held at Patan in May 1932, with a view to facilitate the attendance of the Mahal Vidyadhikaris and selected Head Masters of Mehsana and Amreli Prants.

Before regular work of the Conference began, the Vidyadhikari, as president of the Conference, pointed out some important defects he noticed while touring in the districts, and which were worth attending to by the Mahal Vidyadhikaris during their inspection of schools. The following are some of them:—

Suggestions of the Vidyadhikari.

(a) The faulty pronunciation of students and some of the teachers also, which requires to be improved.

(b) Neglection of metre and rhyme in the poems given in the text books.

(c) How the subjects of arithmetic, History and Geography can be made more interesting.

(d) Necessity of method in the teaching of copy writing.

(e) Necessity of greater attention to cleanliness of pupils.

Some of the several important questions discussed and resolutions arrived at are summarised as under:—

Resolutions of the Educational Conference.

1. To ensure regular recovery of fines under the Compulsory Education Act, it was resolved that:—
   (a) The grounds for exemption should be definitely noted down in the Dand Patrak.
   (b) A circular should be issued emphasising the necessity of giving notice to the guardians about the fines imposed upon them.
   (c) Patels and Talatis should obtain the signature of the head master of the school on their Hajri Patraks, certifying the recovery of fines and they should not be allowed to draw their pay unless they have done this.
2. (a) The Mahal Vidyadhikaris should be given the power of giving exemptions only in the case of children found to be mentally defective.
   (b) Power of correcting the age should be exercised by the Vahivatdar and the Prant Vidyadhikari instead of Panchayats.

3. Mahal Vidyadhikaris should move the Vahivatdars to impress upon the Village Panchayats the necessity of their taking more interest in schools. They should also advise the members of the Panchayats to pay regular visits to schools.

4. The examination work of the Prant Vidyadhikaris should be reduced from 2,000 to 1,200 pupils and that of the Mahal Vidyadhikaris should be reduced by giving some examination work to trained teachers of the grades of Rs. 60–75 and 45–55, so that they can devote the rest of their time to regular inspection, surprise visits and other educational activities.

5. In order to make the refresher courses more successful, it was resolved that:—

   (a) second and third year trained teachers should be given instruction in the extra subjects such as village uplift, co-operation, sanitation etc., while the first year trained and untrained teachers should be instructed in school subjects only.

   (b) The Jnanvardhak and Trimahi Sabhas of teachers should be revived.

   (c) Definite course and text books should be prepared.

   (d) Teachers above 40 years of age, if willing should be allowed to attend the courses.

6. Schools should be held for 4 hours instead of 3 on Wednesdays and Saturdays and for full time on these days in summer, in order to remove the difficulty of teaching infant and first standard classes on these days.

7. In giving periodical increments to head masters of primary schools, their activities towards the village uplift etc., should also be taken into account and the present procedure of percentage of the whole school need not be rigidly followed.

8. Fines for absence should be levied in the ascending order so long as the student is studying in one and the same class. After his promotion to the higher class the fine should start afresh.

9. In order to prevent relapse into illiteracy it was decided that:—

   1 The night schools and zanana classes might be revived on grant-in-aid principles for adult education.

   2. The work done by teachers in these classes should be taken into account at the time of granting increments or bonus to them.

   3. The Co-operative Department should be requested to help these institutions in providing them with lights and other requisites.

10. In granting bonus to teachers of below standard and kindergarten classes, their method of teaching and their ability in class management and creating interest among children should be taken into account.

11. Children of kindergarten classes need not be given food in the school premises as the food given is sometimes found to be injurious.

12. New schools should only be opened where the number of students on roll would be more than 75 and where the people would come forward to give buildings for the schools and the teachers. Opening of higher standards with a small number of pupils on the roll should be discontinued.

13. In order to make the inmates of the boarding houses self-supporting, it was resolved that bedding and clothing should not henceforth be provided to them.

14. Students of places where there are Government model farms should be given training in agriculture.

15. Students other than those of the boarding houses might be given the advantage of learning weaving, carpentry and farming in the boarding houses, which have these classes attached to them.

A special feature of this year's conference was the introduction of the system of demonstration lessons, which the Mahal Vidyadhikaris were asked to give to students. Groups of scrutinisers were appointed to make observations and take notes of the method of giving lessons. These notes were afterwards sent to the Mahal Vidyadhikaris concerned for their information and guidance.

Demonstration lessons by Mahal Vidyadhikaris.

Necessary circulars were issued to subordinate offices of the department to carry out the above resolutions. Proposals are being submitted to Government for obtaining orders on matters beyond the power of the department.

Action taken.

His Excellency the Dewan Saheb was pleased to order that the policy of Government in elementary education was to secure maximum efficiency and economy by combining schools where circumstances permitted. Two orders of the Government of Madras referred to in the margin were sent to the Education Department for study, so that the above mentioned policy could be well understood and definite action could be taken in the light of the scheme submitted by Mr. Champion, Deputy Director of Public Instruction, Madras, on both of which the Madras Government had passed the above orders. His Excellency the Dewan Saheb was further pleased to order that an experienced officer should be deputed to study conditions in Baroda City and Baroda Taluka, and a scheme of Central Schools should be submitted for orders of the Government.

D. O. No. 141/10 dated 5-4-31, Madras Government orders 740/23-4-30 and 113/23 1-31.

In pursuance of the above order the department selected Mr. M. B. Pardhan, the City Deputy Inspector, who has a considerable experience as a Deputy Inspector and who had worked more than once as Prant Vidyadhikari too. He began his work on 20th April 1931, studied the conditions of all the schools in the City, and Baroda Mahal and submitted his report on 22nd July 1931.

Appointment of Mr. Pradhan on special duty.

Report referred to a Committee.

Mr. Pradhan's elaborate report was submitted to Government and M. R. R. the Karma Sachiv Saheb was pleased to order that (1) the Baroda Vibhag Vidyadhikari, (2) the Principal, Male Training College, (3) the Principal, Female Training College and (4) the Inspectress of Girls' Schools should be consulted and proposals should be submitted for orders of Government. Consequently the whole report was circulated amongst the above-named four officers and a meeting was called in the Vidyadhikari's office on the 22nd February 1932, where the points raised in the report were discussed.

Necessity of big school buildings.

The Committee discussed the question in its various aspects. Five Central Schools were proposed to be formed in the City of Baroda, but this depended mainly on the erection of new large buildings and additions to some of the present school buildings.

His Excellency's order to submit proposals.

The proceedings of the Committee were submitted to Government. The question of buildings was again referred to a Committee under the Chief Engineer who prepared a scheme of buildings and submitted to Government. Thereupon His Excellency the Dewan Saheb has ordered that a detailed scheme showing costs and savings to be realised in a specified number of years should be submitted.

Government orders on the general policy of the department.

Compulsory Education was first introduced by His Highness the Maharaja Saheb as an experimental measure in Amreli Prant and was then extended throughout the State in 1906. It has been the policy of His Highness the Maharaja Saheb to subject the working of the Compulsory Act to periodical scrutinisation. Accordingly there was an enquiry into the system and its working by a Committee presided over by Mr. C. N. Seddon (1909). There was another such committee in 1916 and a third was held under the presidentship of Meherban Rao Bahadur

Govindbhai H. Desai in order to measure the value of the results achieved and to point out the direction in which changes were necessary. Orders have been frequently passed emphasising that the village school should be the centre of all beneficial activities in the village and that co-operation of the people should be secured, so as to make them regard the school as the part of village life. In order to give effect to this idea, arrangements were made to give preference in admissions to the Training College, to candidates from rural areas, and to give scholars under training an intelligent insight into rural problems.

Compulsory limit and the compulsory fines.

The Compulsory Education Act compels every child of school-going age to attend school. The school-going age is 8 to 14 for boys and 8 to 12 for girls. Children who have passed vernacular standard IV are exempted from the operation of the Compulsory Education Act. Lists of children of school-going age are prepared by Patels and Talatis and are verified by Vahivatdars and Mahal Vidyadhikaris and are then published. Parents are fined for not getting their children admitted in the school or for keeping them absent from school. The following table shows the amount of fine levied, collected, written off and arrears left at the end of the year :—

Statement showing the amount of Compulsory Fines levied and collected during the year 1931–32.

Serial No.	Division.	Total amount of fines levied with arrears of the last year.	Amount recovered.	Amount written off.	Total.	Arrea s at the end of 1931–32.	Remarks.
1	2	3	4	5	6	7	8
1	Baroda Division ...	71,928– 3–11	22,782– 2– 1	19,347– 0– 9	42,129– 2–10	29,799– 1– 1	
2	Petlad Division ...	81,979–13– 1	17,054– 6– 7	35,539– 7– 0	52,593–13– 7	29,385–15– 6	
	Total Baroda Prant ...	1,53,908– 1– 0	39,836– 8– 8	54,886– 7– 9	94,723– 0– 5	59,185– 0– 7	
3	Kadi Division	1,55,232–12– 8	33,123– 5–11	23,176– 1– 3	56,299– 7– 2	98,933– 5– 6	
4	Patan Division ...	1,15,812– 1– 9	28,349– 9– 5	25,606– 4–10	53,955–14–3	62,009–13– 0	Rs. 153–9–6 recovered as overdue.
	Total Mehsana Prant...	2,71,044–14– 5	61,472–15– 4	48,782– 6– 1	1,10,255– 5– 5	1,60,943– 2– 6	
5	Navsari Prant... ...	16,706– 6– 4	5,696– 3– 3	3,577– 5– 5	9,273– 8– 9	7,432–13– 7	
6	Amreli Division ...	4,107– 4– 9	3,344–14– 0	186–13– 6	3531–11– 6	577– 9– 3	Rs. 2 recovered as overdue.
	Grand total ...	4,45,766–10– 6	1,10,350– 9– 3	1,07,433– 0–10	2,17,783–10– 1	2,28,138– 9–11	Rs. 155–9–6 recovered as overdue.

The above statement shows that Mehsana Prant is as usual slow in the recovery of fines. The amount of arrears in that Division is very large. This is somwhat due to want of sufficient zeal in the recovery of fines among the officers entrusted with the work. Attention of the Local Board and Municipalities is being constantly invited to the importance of speedy recovery of fines. 65 per cent of the Compulsory Fines are devoted to school buildings and the remaining 35 per cent are utilised in giving scholarships, books, slates and other study requisites to poor children.

Arrears in Mehsana Prant.

During the year under report greater care was taken in preparing the lists of children of school-going age, which has resulted in an increase of 7,807 pupils in the last year's figure.

Effective measures of the Department.

A majority of Mahomedans, Rajputs, Barots and even some of the high class Hindus are still averse to female education, and they try to evade the law as far as possible by keeping back the names of their children or by securing exemptions. Instead of helping the Department, they try to throw obstacles in the preparation of lists of children of school-going age etc. Moreover frequent occurrence of epidemics and famines prove a great hindrance in the progress of education. Relaxation of the Act on such occasion and consequent remission of past arrears prove greatly detrimental to the successful operation of the Compulsory Act. During the year under report also collection of fines had to be withheld for some time.

Causes which hinder the progress of compulsory education.

The following table shows the distribution of children by standards with the figures of the last four years:—

Distribution of children by standards.

Serial No.	Year.	Infant class.	First standard.	Second standard.	Third standard.	Fourth standard.	Percentage of fourth standard to infant class.
1	2	3	4	5	6	7	8
1	1931–32	72,351	53,070	42,099	30,482	23,309	32·2
2	1930–31	72,840	50,649	38,204	30,014	21,480	29·4
3	1929–30	69,834	46,923	36,452	25,905	19,104	28·0
4	1928–29	69,381	46,955	31,793	23,689	17,578	25·3
5	1927–28	77,859	42,734	29,169	22,299	17,103	23·1

Wastage and stagnation.

The following table shows the percentage of wastage and stagnation from class to class.

Serial No.	Year.	Standard.	Children.	Percentage of wastage.	Percentage of stagnation from class to class.
1	2	3	4	5	6
1	1927–28	Below	77,859	...	...
2	1928–29	First	46,955	39·7	39·7
3	1929–30	Second	36,452	53·2	22·5
4	1930–31	Third	30,014	61·4	17·6
5	1931–32	Fourth	23,309	67·8	22·3

Causes of wastage and stagnation.

Wastage and stagnation in the below standard classes is apparently greater than in other classes, because new admissions of children take place at any time during the year, even in the months of examinations. Thus those who join school in the last quarter fail miserably and have to continue in the same standard in the next year. Stagnation in Standards I and II is less than in the Below standard as usual. Agains it is greater in Standard III. Wastage and stagnation are chiefly due to irregular attendance, as it increases danger of failure in the examinations, and also to slackness in the prompt recovery of fines. The percentage of stagnation is a little greater than

in the last year, as there was an abnormal rise in admissions in the Below standard classes in the year 1927-28. The Department has been taking steps to improve attendance by warning teachers to try their best to bring the attendance to a maximum, and by requiring the Mahal Vidyadhikaris to take all necessary action at the time of their visits. As a result of this the percentage of average daily attendance has been steadily increasing as will be seen from the figures given below:—

Year.	Total number of children.	Average daily attendance.	Percentage.
1	2	3	4
1931-32	2,37,571	1,66,575	70·2
1930-31	2,29,764	1,59,864	69·3

Qualifications of teachers in primary schools.

The best measure of raising the efficiency of primary education still further is the supply of greater number of trained teachers. The two Training Colleges for Men and Women in Baroda have been bringing out a fairly large number of trained teachers every year. The number of admissions to both the Training Colleges has been recently raised and every teacher is required to take at least two years' training. Moreover in order to procure candidates of better calibre, 90 matriculates are admitted for Senior Course. Untrained teachers already in employment, who have put in 3 years' service, are admitted in the Training College for training. An Entrance Examination has been prescribed, and acting recruitments of untrained teachers are made from among those who have passed that examination. It is expected that in the near future the Department will possibly be able to give at least one fully trained teacher to every school. The following table gives the number of trained and untrained teachers :—

Statement showing the number of trained and untrained teachers in the State according to the divisions.

Division.	1931–32.										1930–31.									
	Third year.		Second year.		First year.		Untrained.		Total.		Third year.		Second year.		First year.		Untrained.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Baroda Dn.	192	74	147	15	297	15	520	29	1,156	129	165	75	133	21	328	21	542	42	1,168	159
Petlad Dn.	192	57	169	14	367	11	344	10	1,072	92	160	31	159	13	383	10	396	10	1,098	64
Kadi Dn.	197	26	170	1	395	6	390	7	1,152	40	170	21	163	0	420	6	383	11	1,136	38
Patan Dn.	152	38	159	7	414	11	319	10	1,044	66	130	35	156	7	392	10	374	6	1,052	58
Navsari Dn.	120	21	92	1	223	2	416	5	851	29	102	17	91	1	236	3	405	7	834	28
Amreli Dn.	101	32	91	5	210	20	136	9	538	66	93	33	90	4	220	20	132	12	535	69
Total ...	954	248	828	43	1,906	65	2,125	70	5,813	426	820	212	792	46	1,979	70	2,233	88	5,823	416

Percentage of trained teachers.

Thus it will be seen that the total number of trained teachers has increased from 3,919 to 4,044 during the year. The percentage of trained teachers to the total number of teachers in primary schools was 65·0 and it may be noted that the percentage has shown a distinct advance. The percentage of untrained teachers has correspondingly decreased to some extent. They are about 35·0 per cent of the total number of teachers in primary schools, but more than half of them have put in ten years' service and some of them are trained but not passed the examination. By the new scheme of training teachers adopted from the last year it is hoped that the percentage of untrained teachers will go on diminishing rapidly every year.

Refresher classes.

As regards the training of teachers who are already in service, Refresher Classes have been introduced. These classes have become an annual fixture in the Department, and are conducted at various centres. This year a new development is made in the retraining of teachers so far as Refresher Courses are concerned. Till now only the untrained teachers were asked to attend these courses. It was found that these courses were necessary for those who had undergone training several years back. Such teachers had no advantage of lectures in Co-operation, Sanitation, Village Uplift, Hygiene, Library Organisation, Agriculture etc., as these subjects were only recently introduced in the Training Colleges. This year the classes were held twice and about 1,125 teachers took advantage of the same. Rs. 9,400 were set apart in the departmental budget, from which the teachers were given travelling allowances. The Vidyadhikari visited the Refresher Classes at Navsari this year and gave necessary instructions. The Department thank heartily the officers of the Co-operative, Sanitary, Agriculture and other departments for their co-operation in giving lectures to the Refresher Classes and thus making the programme a success.

Bonus to teachers.

With a view to encourage teachers to do good work, the Department has adopted the policy of giving bonus to efficient teachers. The following points are taken into consideration while giving the bonus :—

(1) that the examination results of the teacher are uniformly good,

(2) that he is taking interest in school activities such as scout movement, school co-operative societies etc.,

(3) that he is taking interest in the work of village improvement such as popularising the village library, spreading knowledge of co-operation, sanitation etc.

During the year under report Rs. 1,900 were distributed among 95 teachers whose work was good in this direction.

Special promotions and personal pays.

Over and above this, teachers who show continuous good results and who are taking keen interest in other movements such as mentioned above, are given personal pay and special grade increment. This system encourages the teachers to do still better work and serve as impetus to others to work enthusiastically. In short a spirit of healthy competition to turn out precious work is created. During the year four teachers were given grade increments and 11 teachers were given personal pay.

Revision of grades in primary schools.

Owing to the number of posts in the different grades of primary school teachers being limited, many of the Senior and Second Year trained teachers were not getting the pay to which they were entitled by virtue of their training. The Government, therefore, sanctioned two running grades of Rs. 15 to 30 and 30 to 40 instead of six different grades of Rs. 15–20, 20–25, 25–30, 26–30, 32–35 and 30–40 of primary school teachers, and ordered that the trained teachers would get their pay according to their qualification. This measure is calculated to remove a long standing complaint and inspire untrained teachers to join the Training Colleges.

Amalgamation of schools.

There were some schools situated close to one another, but there being very poor attendance, the Department thought it proper to amalgamate such schools with other schools in the vicinity, or close them altogether. The total number of schools thus amalgamated and closed was 123 during the year. In doing this the Department has taken special care to see that the amalgamation should in no way affect the number of pupils going to school.

Surprise visits.

To maintain the efficiency of teaching in schools, strict supervision is a necessity. For this purpose seven posts of Mahal Vidyadhikaris that were temporarily sanctioned in 1929 have been made permanent under Government orders. As the Mahal Vidyadhikaris had to look after many schools in the beginning and the work of the examination took a great deal of their time, they were not able to pay frequent surprise visits. Now they are given at the most 60 schools and are instructed to pay frequent surprise visits. The a erage number of such visits paid by each Mahal Vidyadhikari was 139 as against 117 in the previous year.

School farming and gardening.

As the majority of the country comprises agricultural class, training in the subject would be a boon to the people, if it is given systematically. Orders have been issued by the department that gardens should be maintained by students in the school compounds wherever possible. Instructions are given by teachers to the students in the subject and they are made to realise the dignity of labour by practical work. At some places teachers with the help of students sow monsoon crops. Circulars have been issued to see that pupils grow their own trees, water them and make notes about the growth of such trees. Arrangements have been made to supply implements of agriculture wherever this sort of training is given. There are some institutions where teachers are very enthusiastic, but their work is handicapped by want of compounds or hedges to protect the crops. It would be well if the Panchayats contribute a sum for this purpose wherever necessary.

Physical education in schools.

Physical instruction is being given side by side with the instruction in various school subjects. Gymnasium teachers are attached to many of the important primary and secondary schools. The number of such institutions was 76 during the year under report. Training in simple exercises such as Dand, Bethak etc. is given to the children. Some drill is also taught to them. The class teachers who have received physical training in the Training Colleges have to perform the duties of gymnasium teachers for their class children. A Committee is appointed to discuss what arrangements should be made to impart physical education in all the primary as well as secondary schools. The report of the Committee is expected in the year 1932-33. The Gymnasium Inspector of the State supervises the work of gymnasium teachers. The graduates that were sent to the Y. M. C. A. of Madras last year have returned to Baroda after completing the course. One of them Mr. Upadhaya is appointed as a physical instructor in the Baroda College, and the other Mr. Shah is posted in the Kathor High School on his original post. People have now realised the need of the physical education. Private Akhadas have been opened at different places. With a view to give encouragement to such akhadas Government have sanctioned Rs. 8,000 for being distributed among them on grant-in-aid principle. The number of such akhadas receiving aid from Government has come to 78 and the number is steadily increasing. Scouting which has been introduced by teachers in some schools is becoming equally popular.

The Prant and Mahal Educational Committees.

In every district a District Education Committee is appointed, which is presided over by the Suba, and in the City of Baroda it is presided over by the President of the Municipality. Similarly there is a committee for every taluka and it is presided over by the Vahivatdar. The Prant Vadyadhikaris and Mahal Vidyadhikaris also attend the meetings of these committees. Questions such as school time, proper infliction and prompt recovery of

fines and such others connected with the furtherance of the cause of education are discussed and decided. The resolutions are published in the Adnyapatrika for the information of all.

Teachers' gathering.

Teachers are made to meet at centre-schools every Wednesday or Saturday. Here they discuss the difficulties that they meet with in their school work and try to arrive at a solution. They also discuss the different methods of teaching. The Mahal Vidyadhikaris attend these meetings and guide the teachers in their discussion, and sometimes give demonstration lessons. Quarterly meetings of teachers are also arranged at taluka centres for such purposes. Teachers thus come in contact with each other and exchange their views on educational matters. This helps a great deal in bringing efficiency in schools. The spirit of co-operation is also fostered by such meetings.

Education Board.

A meeting of the Education Board was held in the month of July 1932 and discussed the following questions :—

(1) how to improve the efficiency of Urdu schools ;

(2) whether the Antyaj and Dhanka Boarding Houses should be continued or not;

(3) fixing school time in village schools, and

(4) what policy should be adopted in the opening of new schools.

Necessary steps for the execution of the resolutions passed are being taken in due course.

Deputation of Deputy Inspectors to Punjab.

Teachers of the Training Colleges and other officials of the department are deputed to other parts of India to visit educational institutions and to acquaint themselves fully with the system of elementary education there. During the year six Mahal Vidyadhikaris were deputed to the Punjab to study the working of compulsion there, and every year two are ordered to be deputed until all have finished their turn.

Expenditure.

The following table gives a comparative view of the expenditure and receipts of the year under report and those of the previous year:—

Item.	1931–32.	1930–31.
1	2	3
Total expenditure of the Department.	35,18,350– 3– 4	34,84,243– 5– 0
Total expenditure of the English Education Department including scout organisation, Museum, Oriental Institute and scholarships in the College and High schools.	8,09,940– 0– 8	8,55,494– 7– 6
Expenditure on Vernacular Education Department.	27,08,410– 2– 8	26,28,748–13–10
Average expense per pupil.	11– 6– 5	11– 7– 0
Total receipt of the Education Department.	6,33,229– 8– 7	6,44,069– 3– 6
Total receipt of the English Education Department, including the amounts received from Panchayats.	5,32,469– 9– 5	5,37,907–10– 4
Total receipt of the Vernacular Education Department.	1,00,759–15– 2	1,06,161– 9– 2
Net expenditure on Vernacular Education Department.	26,07,650– 3– 6	25,22,587– 4– 8
Net average expense per pupil.	10–15– 7	10–15– 8
Expenditure on purely Government schools for boys and girls.	20,37,644– 9– 3	20,22,541–10– 9
Receipts from primary schools.	1,616–12– 2	2,122–14–11
Net expenditure on primary Government schools for boys and girls.	20,36,027–13– 1	20,04,741– 3– 3
Average expense per pupil in Government schools.	8–14– 5	9–11–10

Inference from the above table.

The English Education Department shows a decrease of Rs. 45,554-6-10 which is mainly due to the closing of some of the temporary classes. The increase of Rs. 79,661-4-10 in the Vernacular Education Department is mainly due to the appointment of additional teachers consequent upon the increase in the number of pupils and periodical increments to teachers and others. It is, however, less in proportion to the increase in the number of pupils.

CHAPTER VII.

TRAINING COLLEGE FOR MEN.

Personnel.

The Training College for Men at Baroda continued to be in charge of Mr. G. M. Shah, B. A., LL. B., as Principal. He was assisted by a qualified and well-experienced staff of graduates and senior trained teachers. The following table shows the strength of the whole staff :—

Qualification.	Permanent.	Temporary.	Total.
1	2	3	4
TEACHERS,			
Graduates	6	6	12
Third year Men	3	1	4
Total ...	9	7	16
Specialists*	6	...	6
Clerks	2	1	3
Menials including the guards, sweeper and the gardener.	12	3	15
Total ...	20	4	24
Grand total ...	29	11	40

*These are the gymnasium, the drawing and the music teachers, a harmonium player and two scout masters.

Classification of students according to classes.

The number of students in the College was 450, the same as in the previous year. The following table shows the number of students in different classes at the end of the year:—

Class.	Years.	
	1931-32.	1930-31.
1	2	3
1. SENIOR CLASS.		
Teachers deputed from schools	12	26
New candidates	33	8
Outsiders paying fees	...	2
Matriculates	90	111*
2. JUNIOR CLASS.		
Teachers from schools	123	123
Candidates	57	45
3. PREPARATORY CLASS.		
Teachers from schools	133	75
Candidates	2	60
	450	450

*The number having been taken up from 1-8-31 was not included in the last year s report.

Number of classes.

There were ten classes during the year under report-3 for the third year, two of which were meant for the matriculates, 4 for the junior course and 3 for the preparatory course. The matric classes were started from 1-8-31.

Important orders on training of teachers.

With a view to increase the number of efficient trained teachers Government ordered (C. O. No. 119/17 dated 18-1-32) that for two years the Training College for Men should train 450 students in all, 90 of whom should be matriculates. As Government accepted the principle that one

year's training was inadequate to meet the requirements of the Department, those that had passed the first year examination had to be given additional training of one year. A new class was opened for them. The Department also thought it to be more economical to train these teachers rather than to take up fresh candidates.

Classification of students according to residence.

The following table shows the number of candidates coming from the different divisions of the State. They will show from what part of the country the teachers are recruited:—

Division.	Senior class.	Junior class.	Preparatory class.	Total.
1	2	3	4	5
Baroda	37	34	20	91
Petlad	32	36	27	95
Patan	27	47	28	102
Kadi...	10	28	18	56
Navsari	7	12	27	46
Amreli	6	14	9	29
Outsiders	16	9	6	31

Method of giving grace marks revised.

The method of giving grace marks was revised by Government and it was decided that those, who would secure 50 per cent of the total number of marks, could alone be entitled to get upto 5 marks by way of grace.

Fines to be inflicted for showing bad progress.

With a view to ensure regularity of studies among the students of the Training College, it is decided that a fine of Rs. 5, Rs. 10, and Rs. 15 should be imposed on those who would fail to secure 30 per cent, 20 per cent and 10 per cent respectively at the examinations other than the certificate one.

Examination results.

The following table will show the results of the annual examinations of the different classes:—

Distribution.	No. on the roll.	Number appeared.	Number passed.	Percentage on	
				Reg. No.	Present No.
1	2	3	4	5	6
1 SENIOR CLASS.					
Matrics	111	110	106	95·4	96·3
Non-matrics ...	32	32	32	100·0	100·0
Out-siders ...	2	2	2	100·0	100·0
Ex-students ...	4	3	2	50·0	66·6
Total ...	149	148	142	95·3	95·9
2 JUNIOR CLASS.					
Teachers selected by Inspectors.	118	118	62	52·5	52·5
Candidates admitted by the College.	44	44	33	75·0	75·0
Ex-students ...	4	3	...	...	...
Total ...	166	165	95	57·2	57·5
3 PREPARATORY CLASS.					
Scholars	128	125	54	42·1	43·2
4 FIRST YEAR EXAMINATION.					
Old students ...	113	99	27	23·8	27·2

Lectures on village uplift.

During the year 39 lectures were delivered by the officers of the Agriculture, Sanitary and the Co-operative departments.

In accordance with the Huzur order, Prof. Buch of the Baroda College gave 20 lectures on Comparative Religion.

Lectures on comparative religion.

Mr. Motibhai Amin gave 6 lectures on the importance of libraries and the necessity of pushing forward the scheme of the village libraries as a supplement to compulsory education to ensure retaining of the literacy acquired under the system of compulsory education.

Lectures on library movement.

Though the College had 450 scholars on the roll, it had hostel provision only for 225 scholars. These boarders were accommodated in four different buildings, 3 private and 1 Government. Over and above these four houses, a small house for 25 matriculates was hired for some time, but they were not given other facilities. The superintendents looked after the wants of the boys and guided them in their study. The total amount spent after maintaining these hostels came to Rs. 469 per month. It may be remarked here that unless a very big and simple structure is erected in the vicinity of the College, the attempt to influence the character of these future teachers by personal touch cannot be a complete success.

Hostel accommodation.

The College had a fine library having 3,718 books at the beginning of the year and 4,631 books at the close of the year. 839 books were issued to students and teachers during the year.

College Library.

The College has laboratory equipped with all the necessary apparatus required for teaching lessons on Science and Reading Series. It has also got a good museum.

Laboratory.

The teachers and scholars of the College have formed themselves into a Union and from the small contributions of money a reading room is maintained. During the year a social gathering of teachers and the scholars was held in

College Union and its actions.

December 1931. Games, gymnastics and scouting demonstrations formed the principal outdoor entertainments. They were followed by a series of songs and dialogues. One unique feature was that a dramatic piece was performed by the lecturers of the College. Before parting the Principal delivered a lecture on the gravity of responsibility which they would be called upon to shoulder in the cause of uplifting the masses in the villages.

Students' excursion tour.

Excursion tour may be said to be a special feature of the Institute this year. A batch of students accompanied by 4 lecturers of the College went to Pawagadh. Another batch of 29 students of the senior class led by Mr. V. C. Majmundar crossed almost the whole of Kathiawar visiting Bhavnagar, Palitana, the Shetrunja Mount, Verawal and the Somnath temple. They saw the educational well-known institution of Bhavnagar, the Dakshina Murti Bhavan, which is carried on according to the most modern methods, and enjoyed a small trip in steam launches. Their visit to Verawal offered them an opportunity to see a pier under construction. Mere book knowledge is sure to prove barren unless supplemented by such tours.

Practising schools.

As the students of the College have to learn how to teach, they have to practise teaching in primary schools. For this purpose, the Karelibag and the Raopura schools have been kept under the control of the College. Scholars are sent to these schools for the practice of teaching. They prepare notes of lessons to be taught and the supervisors (class teachers) check them. They (the latter) gave model lessons and the scholars have to prepare themselves accordingly. The lecturers of the College go to these schools with a view to give guidance to the supervisors and the scholars; they make necessary remarks in the visit books specially kept for the purpose.

Income and expenditure.

Owing to the radical change in the policy of the Training College the number of candidates was doubled and extra expense was sanctioned from the accumulated savings of the 35 per cent of the compulsory fines. The following

table shows the income and the expenditure of the College. The total income came to Rs. 933-2-9 and the expenses amounted to Rs. 75,322-8-2. This amount includes Rs. 33,447-7-7 provided temporarily from the savings of the compulsory education fines.

Subject.	Permanent.	Temporary.	Total.
1	2	3	4
	Rs.	Rs.	Rs.
Establishment	22,306-1- 3	8,158- 0-10	30,464-1-3
Scholarships	16,527-8- 6	21,521-11- 7	38,049-4-1
Miscellaneous	3,041-6-10	3,767-11- 2	6,809-2-0
Total ...	41,875-0- 7	33,447- 7- 7	75,322-8-2
Total income ...	933-2- 9	...	933-2-9

The average expense per head comes to Rs. 82-8 without scholarship and Rs. 167-3-0 with scholarships.

CHAPTER VIII.

EDUCATION OF WOMEN.

Girls' schools.

The total number of Government Girls' schools was 317 as against 311 of the last year and the number of girls reading in them was 36,835 as against 38,986 of the previous year. The decrease is due to the increased number of girls studying with boys. In addition to these, 52,761 girls were reading in other Government mixed and special schools. Also 2,416 girls were reading in aided and unaided primary schools. Thus the total number of girls receiving primary education came to 92,012 as against 89,244 of the preceding year showing an increase of 2,768 girls. This shows the result of the recent steps taken to remove illiteracy particularly in case of girls.

Zenana Classes.

The Zenana Class in Baroda had 54 pupils as against 65 of the previous year. Besides there was a privately managed class at Petlad having 25 students as against 22 of the previous year.

Domestic subjects are taught.

Needle-work, embroidery, knitting and drawing were as usual taught to girls in all the principal girls' schools over and above the instruction in three R's. Looking from the point of usefulness in their daily life, girls were given practical lessons in culinary art in schools at Baroda, Petlad, Patan, Navsari and Amreli.

Training College for women.

The Training College for women is located in a beautiful building situated on the banks of Sur Sagar, quite in the midst of the City. It continued to be under the charge of Mrs. Snehlata Pagar, B. S., A. M. (Columbia). She was

assisted by Mrs. Gangubai Patwardhan, G. A., F. T. C. M. N. Dip. (London), the Head Mistress and a staff of experienced trained teachers including among them skilled teachers for fine arts like drawing, embroidery, needle-work and music. Arrangements for teaching domestic science, household arts and Hindi continued as before.

Classification according to classes.

The following table shows in detail the information regarding the women under training:—

Serial No.	Class.	Number of women under training.	
		1931–32.	1930–31.
1	2	3	4
1	Senior Class	25	26
2	Junior Class	66	30
3	First Year	74	67
4	Preparatory Class ...	69	56
	Total ...	234	179

The number of women under training has increased by 55. This is the result of the steps taken by the Department to train more lady teachers to meet the demand caused by the growing increase of girls in the primary schools. Of the total number of 234, 86 were above 20 and 148 were under 20 years of age.

Classification according to castes.

The classification of women under training during the year according to the castes was as under :—

Caste.	1931–32.	1930–31.
1	2	3
Brahmins	113	90
Banias	15	11
Patidars...	27	11
Christians	11	6
Kali Paraj	10	8
Other castes	58	53
Total ...	234	179

The results of annual examination were as under :—

Examination results.

Number.	1931–32.	1930–31.
1	2	3
Number on roll...	180	178
Number appeared	170	172
Number passed...	145	132
Percentage of passing	85·3	76·7

Important events.

Special Refresher Courses were conducted in the College in October 1931 and May 1932 of which 9 first year trained women teachers including untrained ones and 30 second and third year trained women teachers took advantage.

Hostel.

Another fine building presenting an excellent view on the bank of the Sur Sagar was used as a hostel for the scholars of the Training College. The number of boarders was 102 as against 80 of the last year. Many students had to be refused admission for want of accommodation. The hostel was under the direct supervision of Mrs. Khory, who worked as Superintendent of the boarding house. The question of more accommodation is receiving Government's attention.

Expenditure.

The expenditure on this institution came to Rs. 22,195-4-11 as against Rs. 22,540–11–6. Besides Rs. 15,435–0–11 were spent for scholarships. Thus the total amount spent after this institution was Rs. 37,631–5–10 giving an average of Rs. 160–12–9 per pupil as against 126–10–1 of the last year.

CHAPTER IX.

TECHNICAL EDUCATION.

Sources of technical education.

Technical education is imparted through the following institutions in the State:—

1. The Kala-Bhavan in the Baroda City.
2. District Industrial Schools at Petlad, Patan, Amreli and the J. N. Tata Hunnarshala, a grant-in-aid institution at Navsari, and
3. The Juvenile Reformatory.

Kala-Bhavan.

The Technical Institute at Baroda popularly known as the "Kala-Bhavan" was established in the year 1890. Mr. C. H. Vora, B. A., A. M. I. C. E., continued to work as the Principal of the Institution. He was assisted by a large and well-equipped staff. The work of the Institute is divided into eight different branches of study, each under a qualified head. Two types of courses are conducted in each branch of study, (1) a higher diploma course for which instruction is given in English and (2) a lower certificate course for artisans in which vernacular is used as the medium of instruction.

Classification of students according to branches of study.

During the year under report the number of students rose from 537 to 574. Of these 376 were for the diploma course and 198 for the certificate one. The following table will give a clear idea of the number of students in different branches of study.

Serial No.	Branch of study.	Number of students in			Three years' average.
		1931-32	1930-31	1929-30	
1	2	3	4	5	6
1	Mechanical Engineering ...	118	117	120	118·3
2	Electrical Engineering ...	78	68	78	74·6
3	Civil Engineering ...	81	87	115	94·3
4	Chemical Technology ...	78	60	39	59
5	Weaving Technology ...	105	89	68	87·3
6	Art ...	61	54	56	57
7	Architecture ...	38	41	41	40
8	Commerce ...	15	21	9	15
	Total ...	574	537	526	545·5

Increase and decrease.

The increase is specially noticeable in Electrical Engineering, Chemical and Weaving Technology, Mechamical Engineering; but Commerce and Civil engineering show a slight fall in number.

Classification of students according to residence.

The following table shows the proportion of students belonging to the Baroda State to those coming from elsewhere:—

S. No.	Province of residence.	Years.			
		1931-32.		1930-31.	
		Number.	Percentage.	Number.	Percentage.
1	2	3	4	5	6
1	Baroda State	264	46	265	50
2	Bombay Presidency (including Native States in the area.)	218	38	194	36
3	Other parts of the country.	92	16	78	14
	Total.	574	100	537	100

Growing interest of State subjects.

It is interesting to note the variations in the number of Baroda State students attending Kala-Bhavan. In 1910 it was 272 which brought the percentage to 62 with the total number of students. The number kept on decreasing till 1919 in which year it was only 67 out of the total of 284 or 20 per cent only. Since then the number has kept on increasing. This may be considered to be a very gratifying sign of our people's growing interest in technical education.

Kala-Bhavan examination results.

The following table shows the examination results at all internal examinations below the final diploma :—

Particulars.	1931-32.	1930-31.
1	2	3
Number on the roll	406	404
Number appeared	388	393
Number passed	293	250
Percentage of passed to the number appeared.	75·5	63·6
Number promoted by grace	12	47

Diploma examination results.

The following table shows the results of the final diploma examinations which are conducted with the help of out-side examiners:—

Particulars.	1931-32.	1930-31.
1	2	3
Number appeared	67	55
Number passed	59	52
Percentage of passed to the number appeared.	88	94·5

External examination results.

Baroda Kala-Bhavan Technical Institute has been recognised as a centre for the examinations of the City and Guilds of London Institute. Results of these examinations during the year under report were as under:—

Name of the subject.	Number appeared.	Number passed.
1	2	3
Electrical Engineering	29	28
Mechanical Engineering	28	14
Cotton Weaving	4	4
Cotton Dyeing	3	1
Other subjects	6	...
Total ...	70	47

Besides students of the Kala-Bhavan are allowed to appear at different other external examinations for drawing, painting, architecture etc.

Changes in the staff.

Mr. V. V. Vadnerkar, Head Master, School of Architecture went to England on study leave for further study in Architecture and Town planning and Mr. K. R. Shringondekar, the Assistant teacher was put in the charge of the department. Mr. Govind V. Marathe was appointed as assistant teacher from 1-10-31 during Mr. Vadnerkar's leave. The rest of the staff remained as it was.

The Kala-Bhavan Advisory Committee and the College Council.

The Advisory Committee consists of eleven members wherein the Principal has to work as secretary. Of these eleven members, four members were from the public. Only one meeting of the Committee was held during the year and some questions relating to the purchase of some machinery and the appointment of a qualified

wireman in the Electrical Engineering Department were discussed and proposals to that effect have been sent to Government. Besides the Advisory Committee there is the College Council framed of the members of the staff itself. They were busy during the year discussing the questions regarding exemption, examination results, promotions etc.

Scholarships and prizes etc.

The following table gives the number of scholarships awarded to the students reading in the Kala-Bhavan Technical Institute, Baroda:—

Statement showing the number of scholarships awarded to the students of the Kala-Bhavan Technical Institute, Baroda.

S. No.	Particulars of scholarship.	Amount.	Remarks.
1	2	3	4
1	Government merit scholarships.	Rs. 100.	This amount is sanctioned for merit scholarships, to be distributed among first two students of the diploma course in all the branches of Kala-Bhavan.
2	Four scholarships of Shrimant Pilajirao for artisan classes.	Rs. 10 to 15 each.	Half the amount of scholarships is to be distributed in the Government industrial schools. In Kala-Bhavan it is to be awarded to a student from Naosari District or to a student of Songadh and Vyara boarding houses.
3	Five Prant Panchayat scholarships	2 of Rs. 12 and 7½ for Navsari. 2 of Rs. 7 each for Mehsana and 1 of Rs. 5 for Amreli.	To be awarded to the deserving students of the district studying in Kala-Bhavan.
4	Prof. Gajjar's memorial scholarships.	Rs. 25.	To be awarded to the student who stands first in the final examination of the Chemical Technology, and continues his study for practical work.
5	6 scholarships for the Kali Paraj.	Rs. 12 each.	To be awarded to deserving Kali Paraj students in Kala-Bhavan.

6	6 Antyaj scholarships.	Rs. 10 each.	To be awarded to deserving Antyaj students in Kala-Bhavan.
7	2 Wagher scholarships.	Rs. 20 each.	To be awarded to the deserving Wagher students in the Kala-Bhavan.
8	30 Artisan scholarships.	Rs. 10 each.	To be awarded to deserving students of the Artisan class studying in Kala-Bhavan.
9	2 Dhamnaskar memorial scholarships.	Rs. 4 each.	To be awarded to the 1st students in Mechanical Engineering and the Weaving and Chemical Technology.
10	Motibhai memorial scholarships.	Rs. 5	To be awarded to the 1st student of the 2nd year of the Mechanical Engineering.
11	6 scholarships of the department of Commerce and Industry.	Rs. 15 each.	To be given to the students of Bhavsar community learning calico-printing in Kala-Bhavan.
12	13 scholarships of native states, private funds and societies.	Varying from Rs. 5 to Rs. 15 each.	To be awarded to the deserving students of the respective states and societies according to their terms.

Besides several gold and silver medals are awarded to students who stand first in the respective branches in the annual examinations. Prizes worth Rs. 200 are distributed among students showing good results in the annual examination.

Students' excursion.

As in the previous year the final year technical classes spent about a week on an excursion to visit factories, power houses and engineering works of Bombay, Lonavla, Kalyan etc, under the supervision of the Principal and 3 professors. The amount sanctioned in the Kala-Bhavan budget towards this purpose is Rs. 312 exclusive of the railway and the travelling allowance to be paid to the professors accompanying.

Hostel accommodation.

There is a Government hostel building for the students of the Kala-Bhavan. But the accommodation therein being only for 40, and as the number of applications for staying in the hostel was great, a private building was hired and several students were thus accommodated there. The total number thus accommodated was 50. Prof. Vakharia worked as a superintendent and the medical officer of the Jamnabai dispensary continued to look after the health of the students.

Students' union and other activities.

The Kala-Bhavan students have organised a union to promote social intercourse and welfare of the students, to foster a spirit of "Brotherhood", to aid and advance social activities of the Institute and to encourage interest in technical, literary and kindred subjects. They publish a magazine called "Progress" twice a year. Several lectures and practical demonstrations were given by Mr. W. P. Kanoffsky the Architect, Interior Decoration. So far as games were concerned there is nothing worth-mentioning except that some of the students did well in the Hind Vijay Gymkhana, All India Athletic Tournaments.

Nazarpaga workshops.

The Work-shop attached to the Kala-Bhavan is organised on a semi-independent basis. Besides supplying steam, power and materials required for students' work at a fixed charge per head, it provides facilities for large scale work and experience to the students. In addition to this which is its main function, the work-shop accepts orders for school and office furniture and does a certain amount of foundry and

other mechanical job work. The total value of work turned out during the year under report comes to Rs. 37,844-12-7 as against Rs. 33,299-10-0 in the last year.

District industrial school.

There are at present three industrial schools at Petlad, Patan and Amreli and impart instructions in weaving, dyeing, and carpentry which is combined with the work in the higher primary standards. At Petlad these industrial subjects are also taught in the second and the third standards of the high school without any additional expenditure to Government. At the end of the year Petlad, Patan and Amreli Industrial Schools had 451, 651 and 270 students as compared to 387, 655 and 279 of the preceding year.

J. N. Tata aided Technical School.

The only aided technical school in the State is the J. N. Tata Hunnarshala at Navsari. It worked satisfactorily during the year. It had 72 students as against 87 of the preceding year. The subjects taught in this school were mechanical engineering, cabinet making, and drawing. Government contributed its annual grant of Rs. 3,400 as usual. The total expenditure of this school came to Rs. 11,296-4-0 as against Rs. 11,499-10-3 of the previous year.

The Reformatory.

The Baroda Juvenile Reformatory continued to be under the control of the Principal of Kala-Bhavan. It is now working under the new rules notified by Government. At the end of the year there were 12 inmates as against 9 of the previous year. In addition to the standard primary course the inmates were taught carpentry and wood work. Practical instructions in agriculture and gardening were also given. The expenditure for this year came to Rs. 3049-14-6 as against Rs. 3,005-3-4 of the previous year.

Expenditure.

The total expenditure on the Kala-Bhavan including the Reformatory amounted to Rs. 1,29,222-12-6 as against Rs. 1,37,259-1-7 of the previous year. The income from fees and work-shop profit and the hostel amounted to Rs. 33,732-4-0 as against

Rs. 28,559-8-2 of the preceding year. The expenditure on the Petlad, Patan and Amreli Industrial Schools amounted to Rs. 6,648-3-5, Rs. 6,497-7-7 and Rs. 8,356-6-0 respectively. Thus the total cost of Technical and Industrial schools in the Baroda State including the annual grant of Rs. 3,400 to the J. N. Tata Hunnarshala at Navsari came to Rs. 1,54,124-13-6 as against Rs. 1,61,483-15-1 of the previous year. The annual cost of instruction per pupil at the six institutions came to Rs. 209-11-4, Rs. 254-2-8, Rs. 14-11-10, Rs. 9-15-8, Rs. 30-15-2 and Rs. 47-3-6 for Kala-Bhavan, Reformatory, Petlad, Patan and Amreli Industrial Schools and the J. N. Tata Hunnarshala respectively.

Comparative statement of expenditure.

A comparative statement showing income and expenditure in the Kala-Bhavan is as under:-

Statement showing income and expenditure in Kala-Bhavan during the year 1931-32.

Serial No.	Name of the school.	Direct expenditure.	Indirect expenditure		Total expenditure per branch.	No. of students 1931-32.	Gross expenditure per student.	Income of fees from each school.		
			Principal's office and other general charges.	Workshop charges.				1931-32.	1930-31.	1929-30.
1	2	3	4	5	6	7	8	9	10	11
1	Mechanical Engineering.	19,567	5,801	4,602	29,970	118	254	6,285- 0- 0	5,939- 0- 0	7,093- 0- 0
2	Electrical Engineering.	10,045	3,835	3,038	16,918	78	216	3,760-12- 0	3,511- 8- 0	2,450-13- 0
3	Civil Engineering.	10,638	3,982	3,160	17,780	81	219·5	3,765- 8- 0	4,718- 8- 0	5,235- 0- 0
4	Chemical Technology.	15,424	3,835	3,038	22,297	78	286	3,272-12- 0	2,051-12- 0	1,184-12- 0
5	Weaving Technology.	11,599	5,161	4,084	20,844	105	198·5	4,675- 0- 0	3,722-12- 0	2,677- 0- 0
6	Commerce.	2,249	1,869	...	4,118	15	274·5	321- 8- 0	466- 8- 0	413- 0- 0
7	Architecture.	5,133	2,980	...	8,113	38	275	1,801- 8- 0	1,914- 0- 0	1,691-12- 0
8	Art.	7,485	739	...	8,224	61	96	1,486- 8- 0	1,199- 8- 0	1,380-12- 0
	Grand total	82,140	28,202	17,922	1,28,264	574	223·5	25,368- 8- 0	23,523- 8- 0	22,126- 1- 0
						Other receipts and work shop profits.		8,374-12- 5	5,036- 0- 2	9,741-13- 7
						Total receipts.		33,743- 4- 5	28,559- 8- 2	31,867-14- 7
Actual expenditure in Kala-Bhavan during 1931-32.					1,28,146-6-0	Net expenditure.		164- 7- 5	196- 8- 4	157-13- 7

NOTE :—In the above statement the figures in column 3, 4, and 5 show average of minimum and maximum of different grades where services are concerned, other figures being according to the budget.

CHAPTER X.

EDUCATION OF THE MAHOMEDAN AND BACKWARD CLASSES.

Urdu schools and the number of children attending them.

There were 76 Government and 14 private Urdu schools in the State. The number of pupils in 64 Government boys' schools was 5,732 (4,688 boys and 1,044 girls). The number of pupils in 12 girls' schools was 1,427 (11 boys and 1,416 girls). The number of pupils in private schools was 1,315 (716 boys and 599 girls). Besides there were 10,238 Mahomedan children studying in Gujarati, Marathi and Antyaj schools. Thus the grand total of Mahomedan children under primary instruction was 18,712 and gave a percentage of 10·2 to their total population as against 10·9 of the previous year. The decrease in the percentage is due to the calculation being based on recent increased census of 1931.

Education of the forest tribes.

With a view to give education to the boys and girls of Kali Paraj and other forest tribes living in the sparcely populated tracks, Government started boarding schools where the inmates, in addition to the free primary education, were given free boarding and lodging. During the year under report there were five Dhanka Boarding Houses for boys of the forest tribes at Songadh, Vyara, Mahua, Vakal and Anaval with 114, 91, 25, 50 and 25 boarders respectively. The girls' boarding house at Songadh established for their education worked well and showed satisfactory progress. It had 48 girls on the roll. The boarding houses at Songadh and Vyara have model farms attached to them, where the pupils are given special lessons in agriculture. Instructions in spinning and weaving are also given at Songadh. There is also one boarding house at Amroli

in Tilakwada Petamahal for the backward classes such as Dhankas, running on the same lines. There were 48 pupils during the year.

Subjects taught in these schools.

In addition to the teaching of ordinary vernacular standards along with practical training in agriculture at the Model Farms attached to these schools in Songadh and Vyara, the boys are given practical lessons in carpentry, weaving and tailoring so as to make and repair their implements and to make them self-supporting in their after-life. The schools turn out good farmers and efficient teachers. All possible steps are being taken to make them men in the real sense of the term, i. e. as useful members of a progressive community, by giving every possible facility for the education of these tribes.

Examination results of Carpentry and Agriculture.

The following table shows the results of carpentry and agriculture examinations held at Songadh and Vyara Boarding Houses during the year 1931-32:—

Name of the Institution.	Agriculture.				Carpentry.			
	1931-32.		1930-31.		1931-32.		1930-31.	
	Number appeared.	Number passed.	Number appeared.	Number passed.	Number appeared.	Number passed.	Number appeared.	Number passed.
1	2	3	4	5	6	7	8	9
The Vyara Dhanka Boarding House.	73	73	75	70	74	62	74	62
The Songadh Dhanka Boarding House.	78	78	85	85	43	41	34	27
Total...	151	151	160	155	117	103	108	89

Spinning and Weaving.

The subject of weaving and spinning was introduced in the Songadh Boarding House and a special teacher was maintained for teaching the subject. The girls spin cotton on spinning instruments supplied to them, and the

threads prepared by them are woven by the boys in the weaving class under the guidance of a weaving teacher. Out of the 64 pupils that were examined in the special subject 55 came out successful.

Agricultural education.

Instruction in agriculture has been imparted in Songadh and Vyara Boarding Houses where students according to their age receive practical training in this line at the hands of the mistries, specially maintained for this purpose, with a view to make these Dhanka people, who are quite ignorant of the scientific methods of farming, realise that if land is cultivated according to the new methods taught to them, the land will yield much better crops.

Further education of these tribes.

After completing the course at these institutions some of them come forward to receive secondary, technical and higher education, while the remaining take to their ancestral agricultural profession more systematically with greater intelligence and interest than others, who had no similar opportunities to receive education. In addition to these institutions there is one Bhil Seva Mandal Boarding at Waghodia receiving a grant of Rs. 25 per month. There is one other Ashram at Sardha, Mangrol Taluka, to which similar grant of Rs. 25 per month is given by Government.

Results of the education.

The influence of these institutions on the life of these backward people has proved beneficial to them in a variety of ways. Besides turning out good cultivators from among them, they have supplied scholars for the Training Colleges from their communities and a number of them are serving in the State in one capacity or the other. Through the agency of these Dhanka Boarding Houses the forest tribes of the backward area of the Navsari District are being steadily brought under the influence of civilisation with the result that some of them are giving up their hereditary customs based on superstitious beliefs and have left drinking and even eating of meat.

Education of Waghers.

The Wagher Boarding House at Dwarka was established in 1920 specially for the betterment and uplift of the Waghers. It had 29 inmates as against 31 at the end of the year. The Wagher students of the adjoining villages of Okha join this institution now of their own accord. A workshop has been attached to this institution for manual training. It imparts instruction to the inmates in carpentry and smithy, and they prepare implements of farming such as ploughs carts etc. The Government have been pleased to sanction two scholarships of Rs. 20 each per month for the encouragement of Wagher students who join the Kala-Bhavan at Baroda. Special attention is paid to the physical training of students. They play cricket and other games. Sometimes boys are taken out on excursions for hunting or sight-seeing purposes. They are also given training in scouting and drill.

Examination results.

Out of the total number of 29 students that appeared in the annual examination 20 came out successful. Of these 6 secured the 1st rank in their own classes and 12 of them have won merit prizes in competition with the students of the other advanced communities of Dwarka. One of the boys secured competitive prize in Drawing and the other in Gymnasium. This shows that the Wagher boys are quite capable of entering into competition with boys of advanced community and that they do not lag behind others in intellectual and physical attainments. All this is due to the steady efforts of the Okhamandal Naib Suba and the school authorities there. The average cost per pupil came to Rs. 120-0-0 as against Rs. 115-5-8 of the last year.

Visitors.

All these institutions are frequently visited by the social workers of the adjoining British territories. They are often visited by the officers of the Education and Revenue Departments of our State as well. Similar institutions far and near, situated in British territories, are watching with interest our efforts in this direction.

Expenditure.

The total expenditure on all boarding houses amounted to Rs. 46,802 while the receipts amounted to Rs. 1,891-7-8, the net cost per pupil boarder came to Rs. 99-12-9 during the year.

Number of other backward class children.

The number of children of other backward classes such as Koli Bhil and others attending State schools, was 82,797 (52,627 boys and 30,170 girls) as against 76,419 (49,358 boys and 27,061 girls) of the previous year. Special scholarships and free studentships are awarded to the students of the backward classes and consequently the number of pupils receiving higher education has been steadily increasing.

CHAPTER XI.

EDUCATION OF THE DEPRESSED CLASSES.

Introductory.

It was said by His Highness the Maharaja Saheb on one occasion that "God never intends that any section of His children should be branded as untouchables." Even the early Aryans who organised society in four classes had so far as it is known, never dubbed any section of society as altogether untouchable. Even the Sudras were allowed at that time to enjoy all the rights and privileges of humanity. Touched by the unhappy position in which the Depressed classes were placed in modern times and the social disabilities they had to suffer, His Highness the Maharaja Saheb conceived the happy idea of giving them education and placing them as far as possible on a footing of social equality with his other subjects.

Number of schools and pupils of Depressed classes.

The following table will give the information about the education of the Depressed classes in the State :—

Particulars.	1931-32.	1930-31.
1	2	3
Antyaj school for boys.	89	199
Antyaj pupils attending (boys.)	3,035	6,067
" " " (girls.)	1,936	4,039
	4,971	10,106
Antyaj schools for girls.	1	2
Antyaj girls attending.	91	162
Total number of Antyaj schools.	90	201
Number of pupils in Antyaj schools.	5,062	10,268
Number of Antyaj pupils in Gujarati and other private Antyaj schools.	15,841	8,120
Total number of Antyaj pupils in the State.	20,903	18,388

Proportion of education in the Depressed classes.

The population of the Depressed classes in the Raj according to the census of 1931 was 2,02,777 and the number of Antyaj children attending primary schools in the State came to 20,903 during the year, giving a percentage of 10·4 of the total population as against the same one of the previous year. The number of Antyaj schools have gone down, but it was due to the healthy reform and policy of the amalgamation of Antyaj schools with the local Gujarati schools near by, and it is satisfactory to note that the total number of pupils has increased. Though the number of pupils increased, the percentage did not increase, as it is based on the increased population figures of the census of 1931.

Antyaj children under secondary education.

There were about 150 boys learning English in secondary schools in the State. Besides there were 15 students in the Kala-Bhavan and 18 in the Male Training College. Now at this stage even the most orthodox people are coming forward to give every possible help for the education of the Depressed classes.

Antyaj scholars in the Training College for men.

In the Training College for Men at Baroda 18 Antyaj students were studying in different classes along with the high caste Hindus for the Teachers' Certificate Examination. It should be noted that the spirit of opposition against their admission in the English classes and the special institutions of the Vernacular Education Department has now become a matter of past, and now the same spirit is embraced in the primary schools as will be seen from the number of Antyaj students in Gujarati and other schools shown above. This is really a gratifying feature of the present policy of amalgamation adopted by the Department in the recent years.

The amalgamation of Antyaj schools resulted in two advantages. The Antyaj pupils received better tuition by being admitted in the vernacular schools and the number of teachers thus saved could be given to other schools where more teachers were badly necessary on account of the increasing number of pupils.

The advantages of amalgamation of Antyaj schools.

With a view to encourage education in this class, Government continued to supply books and other school requisites free of cost. Besides some of them were accommodated in the Antyaj Boarding Houses where they were given boarding and lodging at Government expense. In addition to these facilities special scholarships are set aside for these students. 33 scholarships of the total value of Rs. 132 a month are awarded to Antyaj children in primary schools, and 21 scholarships of the total value of Rs. 99 a month for those in secondary schools. In the Training Colleges and other special institutions preference is given to deserving Antyaj students for admission, and various other facilities by way of free-studentship etc. are held out to them.

Special facilities allowed by Government.

There were four Antyaj Boarding Houses in the Raj, one each at Baroda, Patan, Navsari and Amreli. Lodging and boarding were provided to them by Government quite free of cost as usual. The number of inmates in each boarding during the year was 45, 15, 25 and 20 respectively. The total amount spent after these boarding houses came to Rs. 13844-0-5 during the year.

Antyaj Boarding Houses.

Moral and religious education is imparted to the boarders and weekly meetings of Debating Society are held. By way of religious education arrangement to teach Gita (गीता) is made in all the boarding houses and the children are regularly examined in the subject. Ideas of social service, self-help, cleanliness etc. are impressed upon their minds. Due attention is paid to the physical development of the boarders. Local medical

Physical, moral and musical education.

officers visit these institutions and give necessary instructions and help when necessary. Hindi is taught to the Antyaj students in all big schools along with other subjects. Some of the students attend the school of Indian Music at Baroda where scientific training is given in that art.

The teaching and the inspecting staff.

The efforts of His Highness the Maharaja Saheb for the uplift of these classes have borne fruit in that the high caste hindus are now coming forward to work as teachers and Inspectors. As the Deputy Inspectors are ordered to keep thorough inspection over all the Antyaj schools under their jurisdiction, the special post of a Deputy Inspector of Antyaj schools was abolished under Government orders. It is a clear sign of progress that the amalgamation of Antyaj schools with local village Gujarati schools has been tolerated by the other classes of society.

Seth Jugal Kishore Birla Fund.

For the encouragement of religious instruction among the students of the Depressed classes, Rai Bahadur Seth Jugal Kishore Birla, a well-to-do merchant of Calcutta has given a donation of Rs. 15,000, the interest of which is spent every year in giving prizes to the students successfully passing the Gita Course. A committee of 3 members has been appointed for administering Birla Fund.

Other institutions for the uplift of Depressed classes.

Among the public instibutions working for the uplift of the Depressed classes, the name of Arya Kumar Sabha at Baroda and the Antyaj Seva Mandal at Navsari may be mentioned with credit. The Mandal has established a boarding house for the depressed class people, where special stress is laid on spinning and weaving. Arya Kumar Sabha has employed preachers who lecture to them on Hinduism, Hygiene and other social subjects and thus try to uplift them in a variety of ways.

CHAPTER XII.

BARODA CITY SCHOOLS AND OTHER INSTITUTIONS.

Schools and institutions.

During the year under report there were 91 educational institutions in the City of Baroda with 12,120 pupils in them as against the same number of institutions with 10,826 pupils in the preceding year.

Classification of schools

The following table shows the number and kinds of institutions and the number of pupils in them:—

Kind of institution.	Number of institutions.	Number of pupils.		Total.
		Boys.	Girls.	
1	2	3	4	5
GOVERNMENT.				
Gujarati schools	29	3,120	2,199	5,319
Marathi schools	27	1,633	1,231	2,864
Urdu schools	10	627	272	899
Antyaj schools	5	364	219	583
Kindergarten classes	3	378	188	566
Zanana classes	2	...	54	54
Special institutions 6 including *the School of Indian Music, and 1 The Antyaj Boarding House. 1	8	1,205	237	1,442
Total ...	84	7,327	4,400	11,727
AIDED.				
Gujarati schools	4	202	13	215
UNAIDED.				
Gujarati schools	2	128	...	128
Industrial school	1	...	50	50
Total ...	91	7,657	4,463	12,120

* The number of pupils is not shown here as it is already included in that of the ordinary schools, wherefrom the pupils came in these institutions.

Besides there are 5 military schools under the direct supervision of the regimental officers where recruits and illiterate sepoys of Baroda Army receive instruction in three R's.

Gujarati schools.

There were 37 Gujarati schools with 5,766 pupils out of which 14 were exclusively for girls with 2,254 pupils in them.

Marathi schools.

In the City of Baroda there were during the year 27 Marathi schools with 2,864 pupils out of which 17 were for boys with 1,633 pupils and 10 were for girls with 1,231 pupils in them respectively.

Kindergarten schools.

The total number of kindergarten schools in the State was 15 with 1,518 pupils as against 14 with 1,219 pupils of the last year. The following table shows the number of kindergarten classes in each district :—

Name of the district.	Number of classes.	Number of pupils.		Total.
		Boys.	Girls.	
1	2	3	3	5
BARODA.				
Government	5	424	220	644
Aided	1	14	16	30
Unaided	1	111	125	236
Total ...	7	549	361	910
MEHSANA.				
Government	2	65	90	155
Unaided	1	20	10	30
Total ...	3	85	100	185
NAVSARI.				
Government	2	65	77	142
AMRELI.				
Government	1	133	57	190
Unaided	2	54	37	91
Total ...	3	187	94	281
Grand total ...	15	886	632	1,518

Ages of pupils and refreshments to children.

The ages of the children in these classes varied from 4 to 6 years. The kindergarten schools and classes are growing more popular and are able to command financial assistance from the public for the purpose of useful educational materials and supply of refreshments to children. In the educational Conference it was decided that instead of giving refreshments to children, the amount might be utilised in purchasing educational materials for them.

Aided schools

There were 43 aided primary schools under private management with 2,980 pupils during the year under report as against 46 of the last year with 2,604 pupils. The total amount of Government aid given to these schools came to Rs. 4,951 as against Rs. 4,979 of the previous year.

The following table shows the number of aided primary schools and the number of pupils attending them in each prant.

Name of prant.	Number of schools.	Number of pupils.		Total
		Boys.	Girls.	
1	2	3	4	5
Baroda	17	663	205	868
Mehsana	13	810	445	1255
Navsari	10	429	192	621
Amreli	3	126	110	236
Total... ...	43	2028	952	2980

The 43 aided schools were as under :—

25	Gujarati Boys' schools with	1,499	pupils.
12	Urdu „ „ „	1,002	„
2	„ Girls' „ „	313	„
1	Kindergarten school „	30	„
2	Sanskrit schoo's „	64	„
1	Industrial school (Technical) „	72	„

Unaided schools.

The number of unaided schools was 47 with 2,901 pupils as against 48 with 2,865 pupils in the last year. The following table shows the number of unaided schools and the number of pupils attending them in each prant.

Name of the prant.	Number of schools.	Number of pupils.		Total.
		Boys.	Girls.	
1	2	3	4	5
Baroda	16	411	253	664
Mehsana	16	338	425	763
Navsari	11	728	586	1314
Amreli	4	69	91	160
Total ...	47	1,546	1,355	2,901

The 47 schools were as under :—

Kind of institution.	Number of institutions.	Number of pupils.
1	2	3
Gujarati-Boys' schools	19	1,326
Gujarati girls' schools	8	828
Antyaj boys' schools	7	125
Zanana school	1	25
Kindergarten schools	4	357
Sanskrit schools	6	136
Industrial schools	2	104

Military schools.

There were 7 military schools attached to the different regiments of the Baroda Army for the education of the children of recruits and the sepoys of that department, during the year. Of these 5

schools were at Baroda with 191 pupils and of the remaining two, one was at Dhari and the other at Dwarka with 54 pupils. All these were managed by the Education Department. The annual examination of all these schools are conducted by the officers of the Education Department.

Industrial schools for women.

There were two Industrial schools for women in the State, one at Baroda and the other at Amreli attended by 50 and 54 ladies respectively.

Rajkeeya Sanskrit Mahavidyalaya.

His Highness the Maharaja Saheb was pleased to start the Rajkeeya Sanskrit Mahavidyalaya on 3rd September 1915 with a view to revive Sanskrit learning and facilitate the education of persons willing to follow the priestly profession or some other similar profession. The main object of the institution is to prepare Purohits, Puraniks, Shastris and Pandits with thorough knowledge of their respective subjects to meet the modern requirements of the public. In view of this fact the subject of English is also taught to these would-be Pandits, Shastris and Puraniks. In addition to general knowledge of the Sanskrit language, it imparts instruction in the special subjects, such as Ayurvedic system of medicine, Astronomy, Astrology, Pauranik literature. The institution has been placed under the control and management of the Mahavidyalaya Committee with the Vidyadhikari as its President. During the year under report there were in all 24 classes with 143 pupils as against 26 classes with 128 pupils. Of the 109 students that appeared in the annual examination of the Mahavidyalaya, 74 came out successful.

Admission open to all.

One of the most distinguishing features of the Mahavidyalaya is that it is open to all devotees of Sanskrit learning, irrespective of caste, creed or colour. Out of 143 students there were 137 Brahmins, 2 Jains and 4 Sadhus at the end of the year.

Scholarships awarded.

Scholarships were awarded to deserving students in different branches. In the year under report the amount and the number of scholarships was revised as follows :—

Name of the course.	Number of scholarships awarded.	Amount of scholarship per month.	Total amount.
1	2	3	4
		Rs.	Rs.
1 Elementary Course.	25	8	200
2 Advanced Course.			
1st year.	2	8	16
2nd year.	2	9	18
3rd year.	2	10	20
4th year.	2	11	22
5th year.	2	12	24
Special course.	14	12	168
Pali scholarship.	2	12	24
	51	82	492 Per month.
			× 12
			5,904 Per year.

The amount of scholarship actually distributed during the year was Rs. 5,063–1–4 as against Rs. 4,232–10–0 of the preceding year. Students passing the final year of the course with distinction were given diplomas and were awarded degrees as usual.

Boarding House.

Provision is made for outside students to reside in the boarding house attached to this institution and 20 students took advantage of this arrangement.

External examinations.

During the year 19 students from this institution passed the Shravan Mas Dakshina Examinations of this State in different subjects. 7 other students passed the examinations conducted by the Calcutta Sanskrit Association. One of the students passed the Jyotish Madhyama examination of the Benares Government Sanskrit College and one other passed the Bhishak Pariksha of Nikhil Bharatiya Ayurveda Vidyapitha of Poona.

Important events.

Lectures on "Comparative study of Religions" were given by Prof. M. A. Buch to the students of the Uttam Kaksha. Debating societies were regularly held every week wherein the students and the teachers took keen interest. The rules of the Vidyalaya were revised and published in the Adnyapatrika for the information of the public. There being no student for the Vyakaran Alankar Course this year, it was closed and the 1st year of the Special Pandit Course was opened in its place under Government orders. First Year class of the Advanced Course in Pali was also opened.

Expenditure.

The total expenditure including the scholarships incurred on this institution came to Rs. 16,716-6-10 as against Rs. 15,489-10-2 of the previous year.

Sanskrit schools.

There were during the year 13 Sanskrit schools in all including 5 Government, 2 aided and 6 unaided schools with 204, 64 and 136 pupils respectively, making a total of 404 pupils as against 485 of the preceding year. The decrease in number was due to the closing of two unaided Sanskrit schools.

Shravan Mas Dakshina Examinations.

With a view to give encouragement to the study of Sanskrit learning, an examination known as the Shravan Mas Dakshina Examination is held each year by the State and a sum of Rs. 5,000 which is earmarked by the Government of His Highness the Maharaja Saheb for this purpose is utilised for the purpose. The examination attracts a number of candidates from different parts of the country for different

subjects. Candidates who pass in first class receive the full amount of Dakshina fixed under the rules and those who get 75% of marks are entitled to the title of "Ratna" over and above the amount of Dakshina. The value of the diplomas and titles conferred upon candidates in this examination is highly esteemed all over India and candidates from far off places try for the same. The amount of expenses incurred on this account was Rs. 4,773-15-5.

The schools for the Deaf, Mute and the Blind.

With a view to give education to the defectives, the schools for the Deaf, Mute, and the Blind were started by Government at Baroda and Mehsana in the year 1914 and 1919 respectively. The following table shows the number of students in each school.

Name of the school.	Deaf.		Blind.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7
Baroda ...	18	3	8	...	26	3
Mehsana ...	25	4	20	1	45	5
Total ...	43	7	28	1	71	8

Education of the Deaf.

From the table it will be seen that there were 50 deaf children including 7 girls. In teaching the defectives the "Oral Method" is followed as is done in all western countries and they are trained to speak by adopting the system of Lip-Reading. Throughout the course of instruction special and individual attention is paid as no two deaf-mute, can follow exactly the same method. Care was taken to develop Lip-Reading. With a view to make them self-supporting and to give them manual training they are taught tailoring, carpentry, wood-carving, paper sloyd and embroidery. Drawing being an important factor in all the handicrafts, special attention is paid to teach them the subject.

Education of the Blind.

The total number of blind students was 29 including one girl. They are taught to read and write by the Braille Method. As for Arithmetic, Taylor's Octagonal Board is made use of with advantage. The sense of touch and of hearing are to be made use of in the education of the Blind. Music, therefore, forms an essential part of their education. They are taught singing and playing on Harmonium, Tabla, Sitar and Dilruba. With a view to enable them to earn their livelihood they are taught handicrafts, such as cane-work and tape-weaving.

60 per cent profit is given to students.

The work of both the sections in the two schools was satisfactory during the year. With a view to induce the boys and girls of the schools to put in good work after they have learnt respective arts, 60 per cent of the profits realised from the sale of the products is given to those who prepare the articles.

Boarding houses.

Special boarding houses are maintained at Baroda and Mehsana and the students of both the sections are given free lodging and boarding.

Expenditure.

The total expenditure on both these schools amounted to Rs. 15,966-3-5 as against Rs. 16,050-9-11 of the last year.

Musical education.

The musical education in Baroda had its beginning in the year 1886. Like all other aspects of civilisation, musical education based on scientific methods attracted the attention of His Highness the Maharaja Saheb and serious attempts were made to bring to prominence this aesthetic side of education.

Personnel.

The Central School of Indian Music along with the district music schools and classes continued to be in charge of Mr. H. R. Doctor, B. A., B. Sc., Violin Gold Medalist as Principal and the Director of Amusements. He was assisted by the ustads of high repute and by trained music teachers. They all were working in full co-operation with each other and tried to raise the status of Indian Music.

Popularity of the schools.

Owing to the fact that a regular and systematic curriculum is drawn up and instruction is imparted in both vocal and instrumental music on most scientific lines, the Central School of Indian Music known as Bharateeya Sangit Pathshala has become very popular and attracts pupils from most of the schools in the City. The following table shows the number of students in the school.

Section.	Number of students in	
	1931-32.	1930-31.
1	2	3
Vocal classes	168	95
Instrument classes ...	138	114
Total ...	306	209

Growing popularity of Instrumental classes.

The Sitar, Dilruba, Tabla, Sanai and other special classes of wind instruments were conducted by experts and a good number of students comes to seek admission therein.

Examination results.

The following table shows the results of the School of Indian Music, Baroda.

Section.	1931-32.		1930-31.	
	Number appeared.	Number passed.	Number appeared.	Number passed.
1	2	3	4	5
Vocal classes ...	121	45	40	38
Instrument classes ...	124	40	62	49
Total ...	245	85	102	87

Scholarships and expenditure.

Over and above the free tuition imparted to the students in the School of Indian Music, scholarships of an aggregate value of Rs. 83 per month are awarded to deserving students irrespective of caste or creed. The expenditure on this school comes to Rs. 11,203-7-2 during the year.

District music schools and classes.

Excluding the Central School at Baroda there were three music schools at Dabhoi, Naosari and Amreli with 52, 291 and 42 pupils respectively. Besides, there were 17 music classes attached to different primary and secondary schools, among which both the Training Colleges, Maharani Girls' High School, the School for the Deaf, Mute and the Blind, Mehsana, may be mentioned. The total number of students in these classes was 2,557. Thus the total number of students of all institutions receiving musical education was 3,248 as against 2,970 of the previous year.

Other activities.

In order to create a taste for music among the public and to revive and uplift the neglected art, His Highness the Maharaja Saheb has been pleased to order that the Court of Musicians should give performances to the public in the Public Park and in the School of Indian Music, and this they are doing very enthusiastically. Over and above this the Baroda State Indian Orchestra is giving a choice programme of Indian Music (Instrumental) to the public every week in the Public Park and once a month in the Jubilee Gardens. Thousands of people take advantage of this amusement supplied to them. Pandit Bhatkhande of Bombay is invited to inspect the institution every year and to suggest improvements in progressive measures.

Expenditure on musicial education.

The total expenditure of all music schools and classes amounted to Rs. 14,702-13-0 as against Rs. 15,070-0-4 of the last year.

The U. P. Ayurveda Pathshala.

The U. P. Ayurveda Mahavidyalaya at Patan was started on 28th June 1922 in commemoration of Seth Ujamsi Pitamber who gave a handsome donation of Rs. 1,00,000 (one lakh) for this purpose which was accepted by the Government of His Highness and an equal sum of rupees was set apart. The institution is maintained from the interest which amounts to Rs. 12,000 every year.

Duration of the course and the subjects taught.

The course of this institution extends upto four years. Instruction is imparted in theoretical and practical system of Ayurvedic medicine. The students are also taught Botany, Anatomy, Physiology and Surgery and other allied subjects. Arrangements have been made in the Government dispensary to give them practical lessons in clinics.

Examination results.

There were 79 students in all as against 56 of the previous year, out of which 54 students appeared in the annual examination and 37 came out successful, giving a percentage of 68·5 as against 63·1 of the previous year.

Hostel accommodation.

Provision has been made to accommodate 32 students in the boarding house for the convenience of outside students. As there were 38 outside students, a separate building was hired for the additional 6 students.

Diplomas awarded to successful candidates.

Diplomas are awarded to students passing the final examination. The holders of these diplomas are given appointments in the Medical Department in the State when there is a vacancy. During the year 3 successful candidates were given diplomas.

Expenditure.

The total expenditure on this institution amounted to Rs. 9,306-4-7 during the year as against Rs. 9,540-13-5 of the last year.

Amreli Orphanage.

The orphanage at Amreli established in the year 1901, had 35 inmates at the end of the year as against 27 of the previous year. The total of 35 included 29 boys, 2 girls and 4 aged lame men. All the orphans except those that go to high school are generally sent to the industrial school where they, over and above the instruction in three R's, are taught handicrafts of carpentry, dyeing or weaving. Tailoring is specially taught in the Orphanage itself by a special tailor teacher. Special attention is paid to the physical education of the orphans. They are sent to the "Sarvajanic Akhada". A scout troop of the boys of this Orphanage has also been organised. The maximum number of orphans allowed in the Orphanage is now 50. The total expenditure incurred during the year under report was Rs. 3,558-8-4 as against Rs, 3,462-15-9 of the preceding year. The institution has a government building of its own.

CHAPTER XIII.

Boy Scout Organisation.

Personnel.

The Boy Scout Organisation continued to be in charge of Mr. B. S. Dave, the Scout Commissioner, during the year under report.

Introduction.

The Scout Movement was initiated in the year 1919 and was placed on a permanent footing in the year 1929. Since then the movement has made big strides and given ample proof of its usefulness. Its immense potentiality in the making of the manhood of the country and its unlimited scope for the training of the young, have combined to make the Scout Movement in the Raj a great asset in moulding the youth of the country into useful and valuable citizens of the State.

Scout troops and Cub packs.

During the year under report three head quarters were maintained: (1) Central Head Quarter at the Capital, (2) Navsari Head Quarter and (3) the Amreli Head Quarter which was opened on 1st May 1932. The total Scout census increased to 4,014 and the cub census to 3,049 during the year under report as against 3,666 and 2,229 respectively. The following table gives the correct idea of the strength of the movement in the Raj and the census of Scouts and Cubs in each district:—

Strength of the Scout Movement in the Raj.

Year.	Capital.	Baroda District.	Navsari District.	Mehsana District.	Amreli District.	Total.
1	2	3	4	5	6	7
1931–32 ...	1,799	1,157	1,173	1,664	1,270	7,063
1930–31 ...	1,674	1,043	1,058	1,152	968	5,895

Strength of Scout Troops and Cub Packs in the Raj.

Year.	Troops.	Scouts.	Packs.	Cubs.	Total.
1	2	3	4	5	6
1931-32...	78	4,044	125	3,049	7,063
1930-31...	74	3,666	84	2,229	5,895

Training camps.

During the year the organisation conducted seven training camps both at the capital and in the district, Prant Rally at Dabka, and a combined Rally of Navsari and Baroda Scouts at Ubhrat. No less than 319 scouts and scout masters attended the camps and passed the certificate and badge courses. The organisation conducts the training on the most modern lines with a view to impart physical, moral and mental training to the campers.

Village Uplift.

The Scouts and Cubs have proved their usefulness by rendering valuable services in the cause of Village Uplift. Some of the troops have excellent records of 'Uplift' work to their credit. At Makni, the scouts have helped in improving the village sanitation, Navsari scouts have done valuable work in anti-malaria propaganda. They visited 576 beds. The Gadat Scouts treated 339 patients. The Sidhpur snd Unjha Scouts rendered valuable services at Kartiki and other fairs. In the remotest corner of Mehsana District, the gallant Mesar Scouts helped in disinfecting wells. They also conducted a night school and treated 588 patients. Dhari Scouts distributed medicines to 1000 patients suffering from diarrhoæ. In addition to these activities, scouts in villages have been organising co-operative stores, planting and rearing trees, distributing newspapers and leaflets to educate the masses.

Social Service.

The Scouts rendered useful service during the year at the fairs at Chandod, Sidhpur, Miradatar, Bechraji and Pawaghad, where they helped the pilgrims in supplying water, guarding their valu-

ables, controlling traffic, preventing gambling and handing over lost properties to their right owners. One very creditable feature has been the saving of six lives by district scouts at personal risk and commendable sacrifice.

Important events.

The following are the important events to be noted during the year from the Central Log Book:—

(1) Scout Demonstration and training camp at Dwarka.

(2) Review of Scout Candidates, Cubs and Girl Guides of Kathor by the Commissioner of Education.

(3) Navsari Head Quarter's inspection by the Commissioner of Education and appreciation of progress.

(4) Scout Demonstration and Investiture Ceremony of 'H. H.'s own Troop' by the Commissioner of Education, Hony. Captain Mr. S. V. Mukerji and other officials.

(5) Inspection of the Madressa Husamia Troop and a gathering of the leading Mahomedan Merchants, and State officials with the Commissioner of Education in the chair.

(6) Celebration of His Highness' Birthday, and management at Moti Bag.

(7) Annual Scout Sports and prize distribution at the hands of Raj Ratna Sheth Chimanlal (Javer Laxmichand).

(8) Opening of the Amreli Head Quarter at the hands of Sheth Ramji Hansraj and Scout Demonstration before the public.

(9) Baroda Prant Rally at Dabka.

(10) Training camp for Patan Vibhag Teachers at Patan and public demonstration.

(11) A combined Rally of Baroda and Navsari Scouts at Ubhrat.

(12) Constant service at the Baroda Industrial Exhibition.

Tour of the Scout Commissioner.

To cope with the increasing number of troops and packs in the Raj and widen the scope of the activities of the organisation, the Scout Commissioner had to tour extensively, during the year under report. The Scout Commissioner toured for 150 days covering 5,802 miles and inspected almost all the centres in the Raj.

Expenditure.

The total expenditure on the Scout Organisation for the year under report came to Rs. 10,824 as against Rs. 9,490 of the preceding year. There is an encouraging support from the general public and obviously the movement is becoming self-reliant. Otherwise with its development the expenditure would proportionately increase.

FOREIGN TRAINING.

Scholars receiving higher training in foreign countries.

During the year under report the following persons were studying in foreign countries for higher training and education as State scholars at places and in the subject mentioned against their names.

1. Mr. B. M. Desai.	London.	Economics and Co-operation.
2. Dr. C. C. Diwanji.	London.	Radiography and Electricity.
3. Mr. H. G. Nimbalkar.	London.	D.O.M S. & D.O.
4. K. R. Anjaria.	Geneva.	International and Constitutional Law.

Out of the above mentioned scholars the following having completed the prescribed course and having undergone the continental tour have returned to India during the year.

1. Mr. H. G. Nimbalkar.	August 1931.
2. Mr. B. M. Desai.	October 1931.
3. Mr. K. R. Anjaria.	July 1932.

Besides Dr. K. G. Das and Mr. V. S. Sathe were given loan scholarships for the study of D.O.M.S. and B.Sc. Engineering respectively. Thus the total number of scholars studying in Europe at the end of the year under report was 3 as against the same number of the preceding year.

Statement of loan.

In pursuance of Huzur Order No. 22 dated 11-4-31 and in accordance with Section 104 of the State Loan Rules, the following statement is given to give an idea of the loan advanced by the Education Department :—

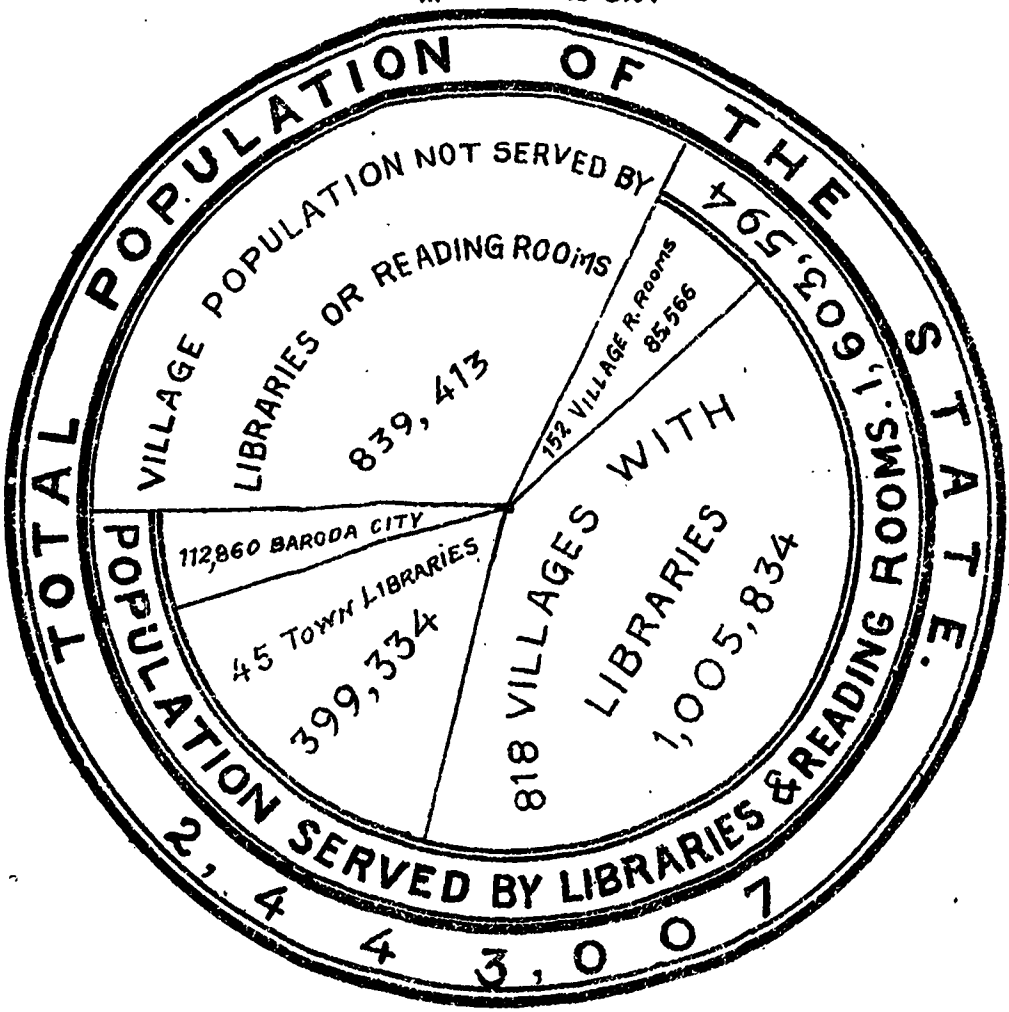
Statement showing the loan advanced by the Education Department for foreign studies as per Huzur Order No. 22 dated 11-4-31.

Balance of loan due on 31-7-31.		Loan advanced in 1931-32.		Total.		Balance of interest due on 31-7-31.	Interest due in 1931-32.	Amount recovered.		Amount to be recovered.	
Persons.	Amount.	Persons.	Amount.	Persons.	Amount.			Principal.	Interest.	Principal.	Interest.
1	2	3	4	5	6	7	8	9	10	11	12
6	74,594-12-3	2	5,148-13-6	8	79,743-9-9	8,312-1-1	2,650-7-3	12,835-0-7	4,084-5-5	66,908-9-2	6,878-2-11

LIBRARY DEPARTMENT.

DIAGRAM SHOWING POPULATION OF THE STATE SERVED BY LIBRARIES AND READING ROOMS.

31st JULY 1932.


TOTAL POPULATION OF THE STATE. 1,609,594
POPULATION SERVED BY LIBRARIES & READING ROOMS. 2,443,007
VILLAGE POPULATION NOT SERVED BY LIBRARIES OR READING ROOMS
839,413
152 VILLAGE R. ROOMS 85566
112,860 BARODA CITY
45 TOWN LIBRARIES
399,334
818 VILLAGES WITH LIBRARIES
1,005,834

TOTAL POPULATION SERVED	65-64%
TOTAL POPULATION NOT SERVED	34-36%
TOWN POPULATION SERVED	100-00%
VILLAGE POPULATION SERVED	56-68%
VILLAGE POPULATION NOT SERVED	43-32%

418 VILLAGES HAVING SCHOOLS BUT NEITHER READING ROOMS NOR LIBRARIES WITH POPULATION 264,965

CHAPTER XIV.

LIBRARY DEPARTMENT.

Origin of the Library Department.

This branch of the Education Department was established in the year 1910–11 at the express desire of His Highness the Maharaja Saheb as a necessary supplement to the measures of free and compulsory education of the masses, introduced by the Government of His Highness in 1905–06. Being deeply impressed in course of his travels by the work done by the free libraries in Europe and America and by their tremendous influence on the civic life of these countries, His Highness the Maharaja Saheb determined to take steps to extend to his own subjects the boon of similar institutions. By spreading a net work of public libraries all over the State His Highness the Maharaja Saheb has placed within easy reach of his subjects, the knowledge that is so essential to the full development of his subjects. The principle upon which His Highness insisted was that all libraries coming under the scheme should be entirely free to all persons young or old, rich or poor, high or low.

Personnel.

The Library Department continued to be in charge of Mr. N. M. Dutt F.L.A, the Curator of State Libraries. He was assisted by Mr. M. N. Amin, Assistant Curator in charge of country libraries. Mr. B. M. Dadachanji, B.A., worked as Superintendent of the Reference Library upto 28–3–32, when due to Mr. Dadachanji's absence on leave Mr. K. M. Rangnekar, B. A., the Superintendent of the lending section performed his duties.

Sections of the Library Department.

The Library Department is divided into two main divisions:—

(1) The Central Library comprising the Lending, Reference, and Mahila Libraries, the Children's Library

and Playroom, the Newspaper Reading Room, the Bindery and the General Office, and

(2) the Country Library Branch contains the Town and Village Section and the Travelling Library Section.

The Central Library.

Newspaper Reading Room.

The Newspaper Reading Room is one of the most popular sections of the Central Library and therefore constant efforts are made by Government to strengthen this section. The periodical grant has been raised from Rs. 1,500 to 2,400. It was located in the Nyaya Mandir Hall where owing to its central position in the City, it became highly popular. It is open for all the 365 days of the year. 318 periodicals were taken in, including 46 received as gift.

Accessions and stock.

The Central Library had 99,586 books in stock in the beginning of the year. 3,952 books were purchased and 278 received as gifts. 772 books were discarded. Thus at the close of the year the Library had 1,03,044 books in stock.

Circulation.

The total number of books circulated during the year comes to 1,10,427 as against 1,19,858 of the previous year. The following table gives comparative figures of the circulation of books of different sections.

Year.	Number of working days.	Total number of books circulated.				Total.
		English.	Gujarati.	Marathi	Hindi & other books.	
1	2	3	4	5	6	7
1931-32	273	29,341	46,747	32,365	1,974	1,10,427
1930-31	274	27,864	53,722	33,939	2,333	1,19,858

The number of registered readers decreased from 46,26 to 4,575. The fall in circulation of books and in the number of readers was due to a smaller number of new books purchased owing to the reduced grant for this purpose. The majority of readers want new books whether fiction or classified books and lose interest in a library which fails adequately to meet with these demands.

Reasons of decrease in the number of readers.

The following are some of the important activities worth mentioning in the working of the Central Library:-

Important activities.

(1) A portion of the Central Library building is set apart for the Mahila Library and the Children's Play Room, which are looked after by Mrs. Suvarna Mehta and Mrs. A. P. Prabhudesai. 14,720 books were circulated by this section as against 15,720 of the previous year. The number of visitors at the Children's Play-Room during the year was 30,475 as against 28,583 of the previous year. The number of books read by them was 6,799 i. e. 90 more than the last year.

Ladies and children's libraries.

(2) The Book-bindery Branch, an important adjunct to the Library, consists of two binders and a boy. Besides doing a good deal of miscellaneous work such as packing of parcels, mounting of pictures etc., they bound and repaired 2,838 and 3,878, books respectively.

Bindery.

(3) The Stock-taking staff, an essential part of a library of this magnitude traced out 524 missing books.

Stock-taking staff.

(4) During the year the Library received three library students, who besides learning library work rendered useful assistance to the cataloguing staff.

Library students.

COUNTRY LIBRARY BRANCH.

District Libraries.

Aided libraries are gouped in three classes: (1) district, (2) town and (3) village libraries, which include Mahila and Children's Libraries, and they receive from Government, grants of Rs. 700, Rs. 300 and Rs. 100 respectively. An equal amount is received from the Prant panchayat and the local inhabitants. The following table shows the number of such libraries in the State.

Year.	District and town libraries.	Village libraries.	Ladies' and Children's libraries.	Reading rooms.	Total.
1	2	3	4	5	6
1931-32	45	818	12	180	1055
1930-31	45	718	10	216	989
1929-30	45	697	1	196	939

Increase in village libraries.

From the statement it will be seen that the number of town and district libraries was the same, while that of village libraries is steadily increasing every year.

Government orders to open 100 libraries.

The system of village libraries is a necessary adjunct to the system of compulsory education in the State. It must be noted with pleasure that this year Government have ordered that 100 new libraries should be established every year until every village having a school is provided with a library. It is hoped to complete the programme within six years. This measure will help to a great extent in preventing the relapse into illiteracy of children, who otherwise, after leaving the school, take to their hereditary profession and thus lose what little they have learnt in schools.

Library buildings.

All the 45 district and town libraries, 69 village libraries, 3 Mahila and 2 children's libraries have erected buildings of their own, thus bringing the total number of libraries having independent buildings to 119 at the end of the year.

Travelling Libraries Branch.

Travelling libraries.

The Travelling Libraries Branch circulated 22,067 books among 9,526 readers by sending out 463 boxes in 176 centres including Baroda City as against 15,268 books among 7,001 readers of the previous year. Besides, it circulated 5,110 stereographs in 92 boxes. 790 books worth Rs. 899-6-11 were purchased during the year and 87 were received as gifts and 2 magazines were bound up. Thus the net stock of books in this section was 20,905 at the end of the year.

Bengal Library Conference.

The Curator of Libraries, having been elected a President of the third Bengal Library Conference, spent the month of November and five days in December, partly on a lecture tour and partly on vacation. The Conference and exhibition were held in the building of the Bengal Literary Society on November 18th to 21st. The President delivered two addresses. In his presidential address which was reproduced in one English and one Bengali daily, an outline of the history of Indian libraries ancient and modern, was given. His second lecture which was illustrated by magic-lantern slides was devoted to the Baroda Library Movement. On Monday the 23rd he delivered a University lecture on the Baroda Library system presided over by the Vice-Chancellor, Sir H. Suhorawardy, in the course of which he urged the latter to arrange for a library school on the lines of the Madras and Punjab Universities. The Exhibition which he had erected in the University Library hall was much appreciated. 6 other addresses were also given under the auspices of the Bengal Library Association, both in the city and in the towns of Lilloah and Bansbaria. In the latter town he was the guest of Kumar Manidra Deb Rai Mahasai, M.L.C. the local Zamindar, and received formal address of welcome from the Municipal Board. On December 3rd he attended a tea party given by Mr. Asadullah, Librarian of the Imperial Library to introduce the Committee of the Bengal Library Association to members of the Bengal Government and of the local Legislative Council. At the invitation of Mr. Asadullah, the

Curator delivered a short address explaining the working of the Baroda Library System. A library Bill was being circulated in the Bengal Legislative Council and the Curator's lectures and addresses formed a part of a propaganda campaign of the Library Association.

Work of the Library Conference Committee.

With a view to carry on the intensive work for the spread of library movement, three regular training classes were organised by the Conference Committee at Karnali, Maroli and Unjha, lasting for three days each. Some 75 teachers were given practical training in library work. Lectures were arranged for refresher classes for primary school teachers. To create a taste for good reading selected books were recommended for study and questions therein were set and sent to the candidates. The answers received were examined and prizes were given to the 20 best competitors. The Secretary of the Conference Committee moved in the districts and gave lectures illustrated by magic lantern slides in 15 villages and towns. A training class for training librarians was also organised during the year for one month. About 17 librarians took advantage of it.

Library Department allowed to print a separate report.

Under Dewan Order communicated under H. C. Office No. 96/1 dated 3-1-31 the Library Department was allowed to publish its independent report. The Curator of State Libraries has got the last year's report printed wherein detailed information about library movement can be easily obtained.

Opening of the Mahila Library at Amreli.

The most noteworthy event of the year was the opening ceremony by Shimant Yuvardni Shanta Devi Gaekwad, of the Ladies' Library at Amreli, the first of its kind in the mofussil for which Rs. 7,000 were specially sanctioned by Government last year. The idea of having a Ladies' Library at Amreli had taken root in the minds of people long since, but it remained dormant for a number of years. The credit of actively taking up the question in hand goes to Mrs. Yeshodabai Bhate says the Curator of State Libraries, who convened

a meeting of the people and was thus instrumental in raising a substantial fund of about Rs. 19,000. The Library now rests on a sound basis and besides being used by the ladies of the town, is a centre of their other useful activities. The example of Amreli has given impetus to similar efforts in other towns and the people of Patan having collected a fund of Rs. 14,000 got a sum of Rs. 7,000 as Government grant for the erection of a building for Mahila Library at Patan.

Expenditure.

The total expenditure on the Library Department during the year came to Rs. 1,06,521-2-8 as against Rs. 95,186-5-10 of the last year.

Oriental Institute.

Personnel.

During the year under report the Oriental Institute continued to be in charge of Dr. B. Bhattacharya, M.A.,Ph.D., as Director. The MSS. Superintendent, Mr. Shrigondekar, was relieved of his additional duties in the Devastan Department under order from the Huzur.

MSS. Section.

The total number of manuscripts at the end of the year numbered at 13,735 as against 13,724 in the previous year, showing an increase of 11 manuscripts. The last discarded number stood stationary at 9. 2 MSS were borrowed for editorial work from different MSS libraries in India by executing indemnity bonds, and 44 MSS were lent to outside institutions on their executing similar bonds.

Printed Section.

In the Printed Section 404 books were added; 97 by purchase, 231 by exchange and 76 by transfer or gift. The total number of books at the end of the year stood at 8,602 and the last discarded number at 553, showing a net total of 8,049 books. During the year 3,600 were in circulation as compared with 3,466 in the previous year. The number of registered readers was 328 as against 264 in the preceding year.

Gaekwad's Oriental Series.

Further progress was made during the year in printing and publishing the Gaekwad's Oriental Series. At the end of the year there were 63 books in the list of books published, 17 were in the press and 21 were in preparation. The

series continued to maintain the same high standard of scholarship and made excellent and original contributions to the study of Indology by publishing rare, valuable and unknown manuscript material with introductions embodying up-to-date researches. The series is well received and evokes very favourable remarks from scholars well-known for their erudition and learning. The Journal of Art and Letters of London contains one of the latest opinions: "The scientific publications known as the Oriental Series of the Maharaja Gaekwar are known to and highly valued by scholars in all parts of the world."

Noteworthy publications.

Among the noteworthy publications made during the year special mention may be made of the following:—

1. Tathgataguhyak or Guhyasamaj:—the earliest and the most authoritative work of the Tantra School of the Buddists belonging to the third Century A.D.
2. Kavyalankarasarasamgraha: of Udbhata with the commentary, probably the same as Udbhataviveka of Rajanaka Tilaka (11th Century A.D.)
3. Ahsan-ut-Tawarikh: history of the Safawi period of Persian History, 15th and 16th centuries by Hasan-i-Rumlu.
4. Padmananda Mahakavya : giving the life history of Rishabhadeva-the first Tirthankara of the Jains by Amarachandra Kavi of the 13th century A.D.
5. Kalpadrukosa: a Sanskrit lexicon composed by Kesava.
6. Prajnaparamitas: commentaries on the Prajnaparamita, a Buddhist philosophical work of Nagarjuna edited by Prof. Giuseppe Tucci, Member, Italian Academy.

Exchange of publications.

During the year the number of exchanges and presentations in the Distribution List stood at 111, as many as 6 being added to the list under orders of Government. The countries exchanging publications with the Gaekwad's Oriental Series

now include England, France, Germany, Italy, Czecho Slovakia Norway, Russia and America.

Work done by the Director.

The Director was recognized by the University of Bombay as a Post-Graduate Teacher both for teaching and research, and he has already undertaken to teach one M. A. student. The Director was also ordered to take up the Sanskrit and Bengali portions of the Supplementary Volume of the Legal Dictionary. Important research work was done during the year by the Director mostly under Government orders or at the instance of the Legal Remembrancer.

Sukti Sangraha.

A special work of compiling a collection of Wise Sayings or Suktisangraha was taken up in collaboration with notable scholars in Baroda including some officials of the State. During the year 16 collections were received and at the end of the year the work was in progress.

Publications.

Among the noteworthy publications, mention may be made of the Marathi translation of the Dighanikaya, Part II, admirably edited by Mr. C. V. Joshi; Bauddharma Chikitsa by Mr. R. N. Patkar and Gujarati translations of Kalavise Pravachana, on art, Vira Saiva Samskriti Dharmani Balyavastha, on religion; Europna Sikshan Sudharako, on education; Rigveda Samhita Astaka I in two parts; and the Hindi translation of Alamgir ke Patra. The translation assistant Mr. M. R. Majmundar wrote the first book of the Mythological Series entitled Sudhanva

Encouragement to literature.

As usual encouragement was given to new books published by different authors in different languages by private enterprise. Altogether 175 books were received for encouragement, out of which 91 in Marathi, 60 in Gujarati, 6 in English, 5 in Hindi, 3 in Sanskrit, were encouraged and 10 books were rejected. The total expenditure on encouragement amounted to Rs. 2,900 which amount was paid from the budget of the Education Department.

Translation Branch.

The Translation Bureau continued to work under the supervision of the Director of Oriental Institute. The work of the preparation and publication of volumes in two series i. e. Shree Sayaji Sahitya Mala and Shree Sayaji Balajnanamala continued as usual, its expenditure being met from the interest of Rs. 2,00,000 endowed by His Highness the Maharaja Saheb for the encouragement of Vernacular Literature. The Bureau inaugurated three special series of publications for the Balajnanamala: one for Mythological Personages, the second for Historical Personages, and the third for Historical Places in Gujarat and Kathiawad.

Publication of translations.

During the year 16 books were published by the Translation Branch comprising 2,800 pages as against 3,200 in the previous year. The subjects covered by the publications include religion, art, education, politics and medicine. At the end of the year there were 205 books in the Sahitya Mala and 95 in the list of the Balajnanamala publications.

Income and expenditure.

The total expenditure amounted to Rs. 31,262 including establishment and printing charges as against Rs. 32,043 of the last year. Receipts under the sale of the Gaekwad's Oriental Series came to R. 3,119 as against Rs. 3,180 in the last year.

CHAPTER XV.

MUSEUM AND PICTURE GALLERY.

Management.

The Museum and Picture Gallery continued to be in charge of the Curator, Mr. S. Ganguli during the year under report.

Work done and its progress.

The work of preparing new registers was undertaken on more improved lines than the old ones. In the new registers entries pertaining to twenty-five sub-sections under Industrial Arts in the Indian and Foreign Sections have been made. The work of the labelling and numbering of all the exhibits was also simultaneously taken up and finished. Descriptive labels were prepared in English and Vernacular and affixed to the Natural History Specimens. The Cotton, Woolen and Silk printed fabrics, antique and modern, were classified and displayed to the advantage of the visitors. They were also grouped together according to their respective places of manufacture and labelled.

Curator's tour.

The Curator during his short tour to Calcutta procured for the Museum a valuable collection of Zoological exhibits, 47 in number, as free gifts, from the Zoological Survey of India, Indian Museum, Calcutta. Suitable acquisition for different sections of the State Museum and Picture Gallery were made with a view to promote the growth of the two institutions.

Lecture.

A lecture on Indian paintings was given to the students of the Kalabhavan by the Curator under the Presidentship of Mr. W. P. Kanoffsky.

Visitors.

The Museum and the Picture Gallery being of great artistic interest attract a large number of visitors. The total number of visitors during the year under report was 2,23,377 as against 2,28,134 in

the preceding year. As in previous years batches of students from schools and colleges in the capital and the Raj and from outside, accompanied by their teachers, visited the institutions. They were given necessary facilities by the Museum authorities. Several distinguished visitors, American tourists, professors from foreign universities had also visited the institutions and expressed their appreciation of what they had seen. Amongst the distinguished visitors where Lady Chetwode and party and the members of the Indian States Enquiry Committee. They were highly pleased.

Picture Gallery.

The Picture Gallery contains an excellent and unique collection of oriental and occidental pictures which have been classified according to subjects and schools. The usual work of cleaning the paintings in the Picture Gallery, in both the Indian and Foreing Sections, was undertaken and completed.

Acquisitions.

Several important and interesting exhibits and paintings were acquired by purchase or otherwise during the year.

Expenditure.

The total expenditure of both the institutions during the year under report was Rs. 57,056 as against Rs. 50,618 of the previous year.

CHAPTER XVI.

INTENSIVE STUDY OF COMPULSORY EDUCATION.*

Selection of villages for the study of compulsory education and the principle adopted for the selection.

With a view to make primary education more efficient by the proper enforcement of the Compulsory Education Act by removing drawbacks that may be noticed, Government have ordered that the state of things in four or five villages in each Inspectorial Division should be selected every year for intensive study by the Vibhag and Mahal Vidyadhikaris and results should be minutely studied. In the selection of the villages for such study the following principle is generally observed :-

(a) The village selected should not be very small;

(b) it should not be in the neighbourhood of a large town;

(c) its population should possibly consist of various communities so as to afford a study of all them;

(d) the school therein must have at least one trained teacher.

Census of school-going children.

The following table shows the number of villages selected in all the divisions and the information about the census and enrolment of children.

*A report on "Intensive Educational Survey" of some selected villages prepared by me is separately submitted to Government.

Name of the Division.	Baroda.	Petlad.	Patan.	Kadi.	Navsari.	Amreli.	Total.
1	2	3	4	5	6	7	8
Number of villages selected.	6	6	6	6	3	3	30
Census of boys.							
Complete ...	3	4	4	4	3	2	20
Incomplete ...	3	2	2	2	0	1	10
Census of Girls.							
Complete ...	4	2	3	2	1	1	13
Incomplete ...	2	4	3	4	2	2	17
Number on the roll.							
Boys	601	456	649	384	520	168	2,778
Girls	400	251	408	268	339	136	1,802
Percentage to total population.							
Boys	15·6	15·5	12·9	12·8	17·9	15·5	15·0
Girls	12·2	10·3	11·3	9·0	11·7	11·8	11·0
Last year s percentage.							
Boys	15·6	15·2	12·8	11·3	17·3	15·3	14·6
Girls	11·2	10·0	10·0	6·9	11·0	11·7	10·1

General information of all the divisions.

Out of 30 villages selected for intensive study 20 had got complete census of boys, while only 13 had got complete census of girls. The percentage of boys was a little above the normal in all the divisions except Patan and Kadi, while that of girls was normal only in Baroda just as in the last year. The Mehsana Prant as a whole is always backward

in education and the selected 12 villages also bear testimony to the statement. In the following eight villages in the Baroda and Mehsana Divisions the census of children and the percentage of enrolment were quite satisfactory :—

Name of village.	Taluka.
1. Varnama.	Baroda.
2. Gangadhara.	Savli.
3. Pindapa.	Padra.
4. Joshikuwa.	Bhadran.
5. Nagrasan.	Kadi.
6. Bhadel.	Kalol.
7. Shekhpur.	Kheralu.
8. Sander.	Unjha.

As compared with last year, however, the percentage in all these villages both of boys and girls shows signs of improvement in general. All efforts are being directed towards making the census of school-going children as complete as possible and to raise the percentage of attendance. Navsari Prant excluding the Rani Mahals is rising somewhat above the remaining Prants and Amreli is also coming to the level of Baroda and Petlad both in male and female education. It is also found that some nomadic castes who have been constantly moving from one place to another according to the fluctuations of seasons prove an obstacle to the proper census of children and also in the percentage of attendance.

Accretions and desertions.

The following table shows accretions and desertions in the selected villages according to seasons and communities :—

Name of the Division.	By months.				By communities.			
	August to October.	November to January.	February to April.	May to July.	Forward.	Backward.	Antyaj.	Mussalmans.
1	2	3	4	5	6	7	8	9
Baroda.								
Accretions ...	38	54	112	70	121	97	31	25
Desertions ...	31	77	61	65	113	84	19	18
Petlad.								
Accretions ...	25	25	43	43	48	38	26	6
Desertions ...	42	29	53	19	53	61	4	7
Patan.								
Accretions ...	104	41	130	33	145	134	16	13
Desertions ...	32	84	77	27	119	87	3	10
Kadi.								
Accretions ...	60	14	128	35	121	109	5	2
Desertions ...	17	23	76	15	76	51	4	0
Navsari.								
Accretions ...	12	50	76	62	74	65	4	9
Desertions ...	19	56	42	39	48	48	7	9
Amreli.								
Accretions ...	4	3	49	26	52	15	5	10
Desertions ...	14	22	34	8	48	13	9	8

Inference from the above table.

The number of accretions and desertions is generally greater in the latter half of the year than in the former half. The reason is that these are the months of examinations and promotions to higher standards. Students are likely to secure admission for examination purpose and thus tend to swell the number, while just after the examination those who

pass the 4th Standard, either join the English schools or leave the school altogether, and some seek admissions in higher standards in other schools. In the first half of the year the number of accretions and desertions is almost the same. The accretions and desertions according to communities do not show much difference, as they are in proportion to the total number of children of those communities studying in the schools.

Grounds under which exemptions are asked for.

The grounds under which people apply for exemption of their children from school are almost common to all the divisions. The following are some of them :—

(1) Illness particularly malaria or common fever;

(2) physical defects or death;

(3) social causes such as migration to other villages owing to the parents' leaving one place for another to earn a living.

(4) economic causes such as :—

(a) necessity of earning livelihood due to loss of parents,

(b) assistance to the parents during busy seasons. The people being very poor, cannot afford to engage labourers in their fields. The services of children are, therefore valuable to them;

(5) necessity of keeping girls at home for household purposes.

Applications for exemptions.

The following table shows the number of pupils in the schools selected for study in the divisions and the number of applications for exemptions from attending schools under Compulsory Act ;—

Name of Division.	Total strength of schools of villages under study.	Number of applications for exemptions.
1	2	3
Baroda Division	1,001	8
Petlad „	707	7
Patan „	1,057	46
Kadi „	652	34
Navsari „	859	4
Amreli „	304	9
Total ...	4,580	108

The following table shows the number of applications for exemptions by communities :—

Exemptions by communities.

Communities	Boys.	Girls.	Total.
1	2	3	4
Advanced	15	20	35
Backward	29	33	62
Antyajas	6	0	6
Mussalmans	3	2	5
Total ...	53	55	108

Compulsory fines.

In order to make compulsory education effective, fines are inflicted on defaulting parents whose children are irregular in attendance, or those who do not get their children admitted in schools, though their names are entered in the census lists. The following

table shows the amount of fines inflicted, recovered, excused and the arrears :—

Year.	Inflicted.	Recovered.	Excused.	In arrears.
1	2	3	4	5
1931–32	7,828	3,527	3,816	485
1930–31	5,700	1,501	468	3,731
1929–30	2,748	1,225	42	1,471

Reasons under which fines are inflicted.

From the above statement it appears that the amount of fines inflicted in the villages under study is increasing. A large number of people especially the backward classes are fined for irregular attendance of their children rather than for non-admission. The economic depression is keenly felt by these people, and being unable to engage labourers in their fields they would like to seek the help of their children even at the risk of being fined. Some of these people take their children for labour in the fields or anywhere they like so as to enable them to make their both ends meet and do not care even if they are fined. The increasing amount of fines excused is an evidence to prove the pressure of economic depression felt by people. The amount of fines recovered is poor in comparison with the amount inflicted. In order to secure regular attendance, prompt recovery of fines is essential.

Literacy of villages selected.

The following table shows the number of literates by communities :—

Communities.	Population.	Completed Std. V.	Completed Std. VI.	English knowing.	Literates in vernacular.	P. C. of literates to population.
1	2	3	4	5	6	7
Advanced ...	14,700	863	631	208	4,745	32·3
Backward ...	15,029	265	193	25	2,327	15·5
Antyajas ...	3,576	12	6	2	308	8·6
Mussalmans ...	2,142	83	72	10	438	20·5

From the statement it will be seen that 1,223 have studied upto vernacular V standard, 902 have finished the vernacular course, 245 are knowing English and 7,818 are literates in vernacular. The total number of literates gives a percentage of 22·1. It is also satisfactory to note that the percentage of literates to total backward class population comes to 15·5 and this is the result of the compulsory system of education. Lapse into illiteracy is caused by not being in touch with the books. This is noticed more distinctly in Mahomedans and backward class people. The Village Library System would serve a good purpose for retaining the literacy acquired under compulsory education. It is the good sign that nowadays people take keen interest in reading newspapers and small books in story forms.

Conclusion.

It is being realised by all classes of people that education is necessary to make life worth living. If there is any slackness, it is due to the economic depression which is very acutely felt by the backward and the Antyaj class people. The literacy figures of the villages under study are fairly encouraging. The Baroda Vibhag Vidyadhikari reports that there is a growing desire for higher studies, but the backward class people still require greater persuasion to send their children regularly to school. The public excepting some of the advanced communities, is not still alive to the advantages of female education, and several communities manage to keep back their girls from annual school census. Their social environments come in the way, but still the progress is apparent in this direction also as will be seen from the increasing number of girls under instruction. Stagnation is caused by irregular attendance and negligence of parents. The Department is trying its utmost to remove this evil, and as a result the average attendance has increased during the year. Our present system of education and constant efforts after propaganda work will make people realise its utility to their children. Thus slowly but steadily the desired effect of the Compulsory System of Education will be achieved in very near future.

Detailed reports published separately.

These chapters on intensive studies prepared by the Divisional Inspectors for all the 30 villages in fuller details are to be published separately. Hence no further details are given in this report.

CHAPTER XVII.

ACTIVITIES OF AN IDEAL VILLAGE VIZ. CHALALA IN DHARI TALUKA, AMRELI DIVISION.

Model village school.

In the annual report of the Education Department, it will not be out of place but rather interesting to give some details of the educational activities that a model village school is expected to carry on. The main activities of a model village can be said to consist of :—

1. Proper enforcement of Compulsory Education,
2. Library,
3. School Gardening,
4. Sanitation,
5. Adult Education,
6. Physical Education,
7. Village Uplift,
8. English Education.

Chalala as an ideal village.

The village of Chalala in Dhari Taluka, Amreli Division, is one of the villages, that can be taken as an ideal village, as will be justified from the following information :—

Population.		Pupils with the school.		Percentage.	
Male.	Female.	Boys.	Girls.	Male.	Female.
1	2	3	4	5	6
1,943	1,826	343	231	17·6	13·0

This shows that the percentage of boys and girls attending school to the total population is above the normal percentage of 15 and 12.

Compulsory fine.

In 1930–31 the fine levied was only Rs. 3–8–0 from 7 boys and was fully recovered. For girls the fine was Rs. 28–9–0 from 30 girls and was all recovered.

Stagnation.

Stagnation in lower standards was less than 5 in case of boys and 10 in case of girls.

Library.

The village has got a library, which was taken advantage of by 173 men, 139 women and 120 children during the year. The Antyaj community has also been using it. A children's library is also attached. It was visited by 217 children. A magazine is also started by the Library Committee.

School gardening.

The school has a good compound and the children are taught practical gardening and tree-growing, by utilising the waste water.

Sanitation.

Attention is always paid to the teeth cleaning, bathing, clothes-washing etc. of children. There is a pucca well, a reservoir as well as a bath room.

Children suffering from contagious diseases are being given special treatment in the hospital. The Sub-Assistant Surgeon in charge of the Government dispensary holds annual medical examination of school children. There is also arrangement in the school for first aid.

The Arogya Mandal, the Sevak Mandal and the teachers distributed medicines and rendered nursing to the sufferers at the time of influenza which broke out during the year.

Adult education.

The Pustakalaya Mandal commenced the work of instructing the adults, and the teachers of the boys' and girls' schools have taken up the same as their own work. Out of 146 illiterate persons 48 have learnt the three R's. Out of the total population of

3,494, 1,179 are literates. A steady increase is found in the figure of literates. The percentage of lapse into illiteracy was 2·2 and 7·9 among males and females respectively.

Physical education.

Children are taught gymnastics as well as drill, lathi, dumbells etc. Efforts are being made to raise a scout troup. There is a private akhada in the village.

English education.

An English teacher is attached to the school and teaches English upto III standard. There are 32 pupils learning English.

Village uplift.

Stonepillars for rest have been erected. 36 new trees were planted last year. Roads are repaired. A scheme is prepared for the removal of wastage. 6 lamps are provided for light. A scheme is prepared for a water-trough. Anticeptic medicine is being put in the wells. Six latrines for females are provided. A well, a resting place and a small library are provided in the cemetery.

Teachers-the important factors in all activities.

All these activities are mainly taken up by the school teachers in co-operation with the leading members of the village and their work in school is also found satisfactory. Such ideal villages are likely to serve as models to others.

CHAPTER XVIII.

MISCELLANEOUS.

School buildings.

The total number of Government school buildings was 649 at the end of the year including 4 that were completed this year. The amount spent by the Public Works Department after school buildings during the year was Rs. 1,83,447-5-0, the details of which are as under:—

Rs. 1,42,404-6-10 for new works,

Rs. 41,042-14-2 for repairs of existing school buildings.

The detail of buildings in each Division is as under:—

Name of the Division.	Number of school buildings.
1	2
Baroda Division	149
Petlad Division	131
Patan Division	67
Kadi Division	67
Navsari Division	133
Amreli Division	102
Total ...	649

Statement showing the concession granted by Government to educational institutions in the State as per H. O. No. 263/34 dated 7-7-32.

Serial No.	Name of the institution.	Kind of concession.	The amount that would be charged according to rules if the concession was not granted.	Amount charged.	Saving due to the concession.	Remarks.
1	2	3	4	5	6	7
1	Kothari High School, Kadi.	Use of Government building on nominal rent.	78-10-0	4-0-0	74-10-0	
2	Memon Boarding House, Amreli.	Concession in kiraya.	43- 6-3	1-0-0	42- 6-3	
3	Kapol Boarding House, Amreli.	Do.	126- 0-0	1-0-0	125- 0-0	

Book-Depot.

The sale of the vernacular books published by the Department was conducted by the State Contractor, who supplies books to the book-depots in the districts. The chief Book-Depot was managed by Mr. Parasram Balwant Ganpule during the year under report and the cost of books sold by him amounted to Rs. 27,253-10-9, which was remitted to Government.

Prizes.

Prizes to school children are distributed after the annual examinations, and are given in the shape of books which may be useful to them in their higher studies. Competitive tournaments in physical exercises are held at divisional centres, wherein children from the centre schools take part, and the successful candidates are given prizes in the form of articles useful to them in physical development. A sum of Rs. 9,700 was set apart for prizes in the departmental budget for the year 1931-32. At the time of prize distribution occasionally some charitably disposed gentlemen come forth to give additional prizes of their own. Besides these, there are number of prizes awarded by different persons in commemoration of some individual's memory and their donations are accepted by the Department and are managed as Trust Funds, the account of which is published in Adnyapatrika for the information of the donors and the general public.

Co-operative Stores and Banks.

With a view to give some idea of the advantages derived from co-operation, to school children co-operative stores are opened in some primary and almost all the secondary schools, wherein articles which are useful to children for their school purposes, such as books, papers, pencils, slates, note books etc. are sold at a cheaper rate than that of the local shopkeepers. The students themselves manage the affairs of these stores under the guidance of school teachers. Thus the children receive elementary instruction in buying and selling useful articles by means of these stores. These stores are getting more popular everyday. Co-operative banks are opened for the benefit of teachers. They are giving useful services to

the teachers by giving them money on loan at a lower rate of interest. The accounts of these banks are inspected and audited by the officers of the Co-operative Department.

Medical inspection of school children.

In Baroda a special medical staff is maintained by Shree Chimnabai Maternity Institution for the medical inspection of school children in city schools, and in outside places, where there are Government hospitals and dispensaries, the medical officers and sub-assistant surgeons inspect the school children. Directions are given by them to the parents regarding the treatment. It seems that many parents in villages do not take advantage of this medical advice and neglect to give necessary treatment to their children.

Revision of the curricula.

The curriculum of primary schools was revised by a committee and was submitted to Government for sanction. It is sanctioned and will come in force from the next year. Curricula of the Training Colleges and Sanskrit Mahavidyalaya were also revised during the year.

Revision of text books.

In accordance with the resolutions passed by the Vernacular Text Book Committee in its meeting on 27-8-31, a circular was issued in the Adnyapatrika inviting applications of those willing to undertake the work of revising the present text books. Applications were received, but as there was no standard fixed for paying the remuneration for this sort of work, a proposal was submitted to Government for sanctioning a scale of remuneration for such work. The proposal is sanctioned and the work done under the scheme will be seen in the next year. The work of preparing a reading series for the rural areas was on hand, and it is hoped that the first part of the series will be published soon in 1932-33.

Moral education.

Moral education continued to be imparted by the school teachers with the help of the departmental text books on the subject and the lessons on this subject in the reading series. The subject

is more a matter of practice than of knowledge, and various factors such as domestic surroundings, company, school environments and the examples set by teachers and elders all combine to form the character of children.

Scouting in primary schools.

Special attention has now been paid to scouting in primary schools. Teachers who have undergone training in the Training College have been taught the subject of scouting and such trained teachers have begun organising scout troups in villages. These scouts have been doing useful work by performing social service, such as distributing medicines to the suffering in times of malaria, keeping the roads and wells clean, helping persons and children at fairs and melas.

Adult education.

Some night schools and zanana classes were started, but they had to be closed owing to poor attendance and want of zeal of grown-up persons and teachers in charge of these classes. At present there are two zanana classes in the State. Some three or four night schools in Kadi Division and one in Petlad Division have been started by the village people as an experiment during the year. The question of adult education was discussed in the Educational Conference held in this year and it was decided that arrangements should be made to open night schools on grant-in-aid principles. Necessary action is being taken by the Divisional Inspectors to start this activity.

School, a centre of village activities.

His Highness the Maharaja Saheb has laid down the ideals that should be kept in view for village schools. A village school should be the centre of all beneficial activities that are essential for the uplift of the village life. It should not be an isolated institution, regarded with indifference by people, but must be an integral part of the village life. It should be borne in mind that a school has to be the fountain of all the good ideas that are to be impressed in the minds of young generation, who would put them into effect when they would be grown-up citizens, and would do their utmost for the good of their own village.

Postal work entrusted to school teachers.

The number of teachers doing postal work was 213 during the year as against 200 of the last year. The school masters are allowed by our Government to work as Branch Post-masters for which they receive remuneration varying from Rs. 7 to Rs. 12 per month from the Postal Department.

Educational officers and teachers informed of activities in other provinces.

In accordance with the Dewan Order No. 64/10 dated 18th October 1929, steps are taken to keep the Deputy Inspectors informed of useful reports and other publications relating to elementary education, and to publish in Gujarati important information relating to the method of teaching etc. for the benefit of primary school teachers. For this purpose :—

1. leaflets on elementary education and translation of useful reports published on general aspects of elementary education in other parts of India are circulated among the officers of the Department and the teachers of the Training Colleges ; and

2. the Kelavani Bhag of Adnyapatrika is conducted efficiently. Articles dealing with problems of education are published in the Adnyapatrika for the information of school teachers. Educational officers are expected to contribute at least one article for publication every quarter. Articles received from Deputy Inspectors and teachers are scrutinised by the Inspectors and those that are recommended by them receive due attention from the head office with whom rests the final selection. The following articles were published in the Kelavani Bhag Adnyapatrika :—

    1. Holding of primary schools two times a day.
    2. Necessity of having constructive education.
    3. The teacher and the village-uplift work.
    4. Signs used in ordinary fractions and its uses.
    5. Stagnation and wastage.

6. The school and the library.
7. Social service.
8. Notes of lessons.

Notes of lessons.

In order to increase efficiency in schools, it is necessary that teachers should have the thorough knowledge of the subjects and of the methods to be adopted in teaching them. For this purpose it is necessary that they should prepare themselves by drawing notes on lessons before they teach the subject in the class. Circulars have been issued to keep the notes of lessons ever ready for inspection. These notes are to be written by teachers themselves. The head master in his turn has to scrutinise them. These notes will show what and how the teacher would teach in the class. The notes of lessons of some primary and secondary school teachers were inspected and corrected by the Vidyadhikari while on tour.

Panchayats to take interest in schools.

The Village and Prant Panchayats are expected to take keen interest in their village schools, and consider them to be the most important village institutions. The Government have authorised them to appoint committees for the inspection of schools and make suggestions for the improvement of schools. The improvement of the village schools would depend much upon these committees, as they are in constant touch with the school and its activities, but it is a matter of regret that these committees do not take lively interest in the activities of the local educational institutions. In the Educational Conference held this year a resolution was passed to the effect that the Village Panchayat should be requested to visit schools and note the defects and deficiencies and bring them to the notice of the officers of the Department and get them remedied. The Revenue au thorities have been requested to issue similar instructions to village panchayats.

B. C. LELE.

B. K. BHATE,
Vidyadhikari, Baroda State.

GOVERNMENT OF BARODA.

दे. केळ. ७.

DEWAN ORDER No. 7/4
7-8-1933.

1. **Key-word:--सिंहावलोकन.**

Resolutioned, dated 9-8-1933.
(Read).

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2. **No., date and subject of the tippan :—**

(1) DEPARTMENT.	No.	DATE.
Vernacular Education.	126.	13-2-1933.

(2) SUBJECT :—Annual Report of the Education Department for the year 1931-32.

3. **Summary of the tippan :—**

Para 1;—The Department has submitted the Annual Report of the Education Department for the official year ending 31st July 1932. Intensive study reports of the divisions and the intensive educational survey of some selected villages are also prepared and submitted for perusal of Government.

4. **Resolution:—**

Policy for the improvement continued.

The policy laid down by the Government for improving primary education by remedying the evils of stagnation and wastage was continued in the year.

Effective working of compulsion.

2. During the year under report greater care was taken in preparing the lists of children of school-going age which has resulted in an increase of 7,807 pupils in the last year's figure, the total number being 2,37, 571. The percentage of boys and girls under instruction to the total population of school-going age was 74·6 and 63·0.

Efficiency of the teaching staff.

3. As the efficiency of the elementary education depends entirely on the qualifications of the teaching staff the Government have passed orders to train every teacher at least for two years. During the year under report there were 6,239 teachers in elementary schools with qualifications as shown below :—

	Third year trained.	Second year trained.	One year trained.	Untrained.
Men	954	828	1906	2125
Women	248	43	65	70

It is gratifying to note that on account of the new scheme of training teachers the percentage of trained teachers has risen to 65.0 and that there has been a corresponding decrease in the number of untrained teachers by 2.2%.

Effect of various reforms introduced.

4. The cumulative effect of the various measures, viz. refresher classes, circulation of leaflets on subjects pertaining to the elementary education among teachers, deputation of officers and teachers to visit training schools in other parts of India with a view to acquaint themselves with systems of elementary education in the various presidencies, etc., can be secured only after a lapse of some years. It is hoped that these reforms will be useful in raising the efficiency of the system of elementary education in the State.

Education of depressed classes and aboriginal tribes.

5. The population of the depressed classes in the State is 2,02,777 and the total number of Antyaja students comes to 20,903, i.e., 10.4 % of the total population. The four boarding houses established for these classes did good work during the year. The boarding houses for forest tribes at Songhad, Vyara, Mahuwa, Vankal and Anaval had 305 pupils on their roll and that for girls at Songhad had 53 pupils. The instruction in these as well as in the schools for Waghers continued to be satisfactory.

6. There were 76 Government and 14 private Urdu schools in the State during the year with 5,415 boys and 3,059 girls. Besides these, there were 10,238 Mahomedan children studying in Gujerati, Marathi and Antyaja schools. The percentage of Mahomedan children studying in elementary schools comes to 11. 9.

Education of Mahomedans.

7. During the year under report, the Kala Bhavan had 574 students on its roll as against 537 of the preceding year. The proportion of the State students was 46. The district industrial schools at Petlad, Amreli and Navsari continued their useful activities.

Technical schools.

8. The School of Indian Music, Kindergarten classes, Military schools, schools for deaf, mute and blind, the orphanage, Sanskrit Maha Vidyalaya and other special institutions maintained their useful activities.

Special institutions.

9. The Oriental Institute under Dr. Bhattacharya continued further progress in printing and publishing the G. O. Series, and the Translation Branch published 10 books in the Sahitya Mala and Bala-Gnanamala.

Oriental Institute.

10. Satisfactory progress was made during the year towards spreading the movement of the Boy Scout Organisation, its strength having risen to 7,063 as against 5,895 of the previous year.

Boy Scout Organisation.

11. The Baroda College had 978 students on its roll as against 911 of the preceding year, and the net cost of educating a pupil came to Rs. 94-11-9. The results in the examinations were on the whole satisfactory. The College training corps and other related activities progressed on satisfactory lines.

Baroda College.

12. The number of secondary schools increased to 104 as against 79 of the last year, and the total number receiving English education came to 15,725 as against 15,026 in the preceding year.

Secondary education.

R. H. DESAI,
Dewan.

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